**Санкт-Петербургский филиал федерального государственного**

**автономного образовательного учреждения высшего образования**

**«Национальный исследовательский университет**

**"Высшая школа экономики"»**

Факультет Санкт-Петербургская школа

гуманитарных наук и искусств

Департамент истории

**Рабочая программа дисциплины**

(майнор)
 Антропология родства и гендера

для образовательной программы «История»

направления подготовки 46.03.01 «История»

уровень бакалавр

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Утверждена Академическим руководителем образовательной программы

«31» августа 2019 г.

А.А. Селин \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения подразделения-разработчика программы.*

**Course Syllabus**

|  |  |
| --- | --- |
| Title of the course | Anthropology of kinship and gender |
| Title of the Academic Programme  | History Department (Social Anthropology minor)  |
| Type of the course  | Elective |
| Prerequisites | None  |
| ECTS workload | 5 |
| Total indicative study hours | Directed Study | Self-directed study  | Total |
| 60 | 130 | 190 |
| Course Overview | Social anthropology explores social and cultural diversity of contemporary world drawing on a distinct research method of ethnography — an in-depth participant observation of human communities and institutions. This English language-taught minor offers a project-oriented introduction to contemporary theories and methods of social anthropology. The minor’s first course introduces anthropological approaches to social and cultural analysis by looking at anthropology’s foundational problematic of kinship and gender. These topics formed the core of anthropology since its inception and constitute vibrant fields of study today. The aim of the course is thus both to convey one of the state-of-the-art areas of anthropological research while also serving as a window into the history of anthropology. |
| Intended Learning Outcomes (ILO) | *ULo 1 Able to learn and demonstrate skills in the field, other than the major field**ULo 5 Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)**ULo 8 Able to efficiently communicate based on the goals and communication situations* |
| Teaching and Learning Methods | The course consists of both lectures and seminars that will focus on selected readings. Students are encouraged to lively participate in the discussions both during lectures and seminars.  |
| Content and Structure of the Course |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | **Self-directed Study** |
| **Lectures** | **Tutorials** |
| 1 | What is anthropology? | 14 | 4 | 2 | 8 |
| 2 | Main schools of anthropology in early 20th century. | 8 | 2 | 0 | 6 |
| 3 | Fieldwork methods: examples and origins | 16 | 0 | 8 | 8 |
| 4 | Matrilineal kinship | 8 | 2 | 0 | 6 |
| 5 | Key theoretical frameworks (introduction) | 10 | 0 | 2 | 8 |
| 6 | Kinship  | 12 | 0 | 4 | 8 |
| 7 | Gender, sexuality, love | 8 | 2 | 0 | 6 |
| 8 | Kinship method | 12 | 0 | 4 | 8 |
| 9 | House societies | 10 | 2 | 0 | 8 |
| 10 | Love | 12 | 0 | 4 | 8 |
| 11 | House as a method | 12 | 0 | 4 | 8 |
| 12 | From classical to critical anthropology: kinship and gender | 10 | 2 | 0 | 8 |
| 13 | Gifts and commodities | 12 | 0 | 4 | 8 |
| 14 | Gender and kinship: nature? | 12 | 0 | 4 | 8 |
| 15 | From classical to critical anthropology: Marxist, Feminism,Foucault | 10 | 2 | 0 | 8 |
| 16 | Gender and kinship: not nature | 12 | 0 | 4 | 8 |
| 17 | Partial perspectives versus partial connections | 12 | 4 | 0 | 8 |
| **Total study hours** | 190 | 20 | 40 | 130 |
| Indicative Assessment Methods and Strategy  | The course is designed as a series of lectures and seminars devoted to the discussion of key conceptual issues related to modern social anthropology. Attendance of seminars and participation in the discussion are taken into account when calculating the accumulative mark. The discussion during the seminar takes place on the basis of selected fundamental works from the list. To assist in preparing for the seminar, some reading lists contain leading questions (questions for discussion). Students must participate in a colloquium at the end of the course, which is considered to be a brief revision of the material studied, additional preparation for the exam, and discussion of project research papers.Research is the main substantive basis of the accumulative assessment. This is a work based on individual or group research on one of the given topics. In the case of a group research project, the written work must be done by each member of the team separately. The purpose of this study is to become familiar with the skills of anthropological research (observation included, interviews and other types of field work). The topic can be proposed by the student and agreed with the teacher during the first month of the course.As an exam, the student must submit an exam essay. An essay is a written discussion of two randomly selected questions from a list (students get acquainted in advance with a list of sample exam questions). The student needs to analyze the empirical material and the various theoretical approaches considered in the course. In particular, when answering each of these questions, students should use at least three key jobs marked “\*” in the course curriculum (what was discussed at the seminars) and not repeat the material when answering each of the two questions. EITHER / OR in the exam question means that the student can choose one of the question formulations. Sending a work after the deadline (both essay and research paper) takes 10% of the maximum possible estimate (10% for each day of delay).Formula for calculating the final and accumulative marks:Macc.= 0.1 \* Mattendance + 0.2 \* Mdiscussion + 0.1 \* Mcolloquium + 0.6 \* Mresearch paper. Mexam = MessayMfinal = 0.2 \* Oacc. + 0.8 \* Oexam |
| Readings / Indicative Learning Resources | Mandatory Franklin, Sarah. *Embodied Progress: A Cultural Account of Assisted Conception.* London: Routledge, 2002.OptionalEriksen, Thomas Hylland. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology.* London: Pluto Press, 2015. |
| Indicative Self- Study Strategies | **Type** | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 20 |
| Assignments for seminars / tutorials / labs | + | 50 |
| E-learning / distance learning (MOOC / LMS) | - |  |
| Fieldwork (field + analysis)  | + | 40 |
| Project work | - |  |
| Other (please specify) | - |  |
| Preparation for the exam | + | 20 |
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials. Readings could be found in the Electronical Resources of HSE (via full text founder <https://elib.hse.ru/e-resources/e-resources.htm> , it is more comfortable to do search by the title).  |
| Facilities, Equipment and Software | (If required) |
| Course Instructor | Lidia Rakhmanova: muza-spb@yandex.ruDaria Tereshina dtereshina@gmail.comMargarita Kuleva: mkuleva@hse.ruEkaterina Melnikova: melek@eu.spb.ru Nikolai Ssorin-Chaikov (course coordinator): nssorinchaikov@hse.ru  |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course** **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
| *ULo 1 Able to learn and demonstrate skills in the field, other than the major field* | *ULo 1 Able to learn and demonstrate skills in the field, other than the major field* | Attendance of lectures and seminars, student projects, final exam | Assessment of project work and final exam (see below their assessment criteria) |
| *ULo 5 Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)* | *ULo 5 Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)* | Attendance of lectures, and seminars, working on student projects  | Assessment of project work and final exam (see below their assessment criteria) |
| *ULo 8 Able to efficiently communicate based on the goals and communication situations* | *ULo 8 Able to efficiently communicate based on the goals and communication situations* | Discussion during seminars, presentation and writing up of student projects, final exam | Assessment of project work and final exam (see below their assessment criteria) |

**Course content: Lectures and seminars**

**Lecture 1-2 What is anthropology?**

Social anthropology explores social and cultural diversity of contemporary world drawing on a distinct research method of ethnography — an in-depth participant observation of human communities and institutions. Anthropology: physical and sociocultural. Human origins or sociocultural diversity? From armchair and evolutionary anthropology to “field science”; human biology and culture; four fields; cultural anthropology, social anthropology, ethnography; fieldwork as participant observation; basic assumptions: why kinship? The discovery of matrilineal kinship; classificatory and descriptive kinship systems; virtual versus real.

**Seminar 1 What is Anthropology?**

Questions for discussion:

- what is distinct about anthropology as a human science?

- when and how did anthropology appear?

**Lecture 3 Main schools of anthropology in early 20th century**

Why exchange? Why gender? Gender and the discovery of matrilineal kinship; evolutionary anthropology, diffusionism and cultural relativism; functionalism; total social fact and wholistic analysis; Freud; the school of culture and personality; structuralism.

**Seminar 2-3 Fieldwork (i): origins**

Questions for discussion:

- Does ‘to see’ equal ‘to understand’?

**Seminar 4-5. Fieldwork (ii): developments**

Questions for discussion:

- Is it important to meet your informants ‘v reale’ if you are studying an on-line community?

- How, if at all, different are the ethics of on- and offline research?

**Lecture 4 Matrilineal kinship**

Evolutionary perspective; incest taboo; cross-cousin marriage; kinship and exchange

Morgan, Lewis Henry. *League of the Ho-De-no-sau-nee, or Iroquois.* New York: CreateSpace

Independent Publishing Platform, 2015.

**Seminar 6 Key theoretical frameworks (introduction)**

Questions for discussion:

- Does “pure gift” exist?

- “every ceremony, every legal and customary act is done to the accompaniment of material gift and counter gift; that wealth, given and taken, is one of the main instruments of social organization, of the power of the chief, of the bonds of kinship, and of relationship in law”. Discuss.

- “When scornfully criticising bad conduct in Kula, or an improper manner of giving gifts, a native will say that ‘it was done like a gimwali’.” Discuss

- How can we understand kula from all main theoretical approaches of the early 20th century?

Readings:

**Seminar 7-8 Kinship**

Questions for discussion:

- How does the circulation of baloma spirits and kula valuables differ?

- Are Trobrioand islanders unaware of biological procreation?

**Lecture 5 Gender, sexuality, love**

Gender and sexuality; evolutionary anthropology and cultural relativism; Freud; the school of culture and personality; comparative scope of gender theory.

**Seminar 9-10 Kinship method**

Questions for discussion:

- How has kinship been explored through the genealogical method?

- Lineage idiom: what is its place in society?

- Is anthropologist always “adopted” in the field?

**Lecture 6 House societies**

Household economy, and house societies; Iroquois “Long house” and socialist imagination; symbolic analysis of home space; household and consumption.

**Seminar 11-12 Love**

Questions for discussion:

- Is romantic love universal?

- How does the notion of romantic love compare to how we understand love in our lives?

- Is love and marriage about the same thing?

- What is the link between the concepts of reciprocity and love?

- “An early 1859 “behavior book" was emphatic: “To present a young lady with articles off

jewellery, or of dress, or with a costly ornament for the centretable (unless she is his

affianced wife) ought to be regarded as an offence, rather than a compliment.”. Why?

- The wrong gift, warned Emily Post, cast the bride “in a category with women of another

class.” Why?

**Seminar 13-14 House as a method**

Questions for discussion:

- The Kabyle house is the world reversed (Bourdieu). Might this be true of any home? How

does Bourdieu support his argument?

- What can we learn from how our homes are decorated?

- What happens to home if it becomes a place for work?

- Do practices follow from structures?

**Lecture 7 From classical to critical anthropology (i): kinship and gender**

Interpretive and symbolic anthropology; the critique of the study of kinship (Schneider); histories of kinship studies (Kuper); the concept of relatedness.

**Seminar 15-16 Procreation**

Questions for discussion:

- What are some of the connections between theories of exchange and kinship?

- Is gift or commodity exchange moral in the NRT context?

**Seminar 17-18 Gender and kinship: nature?**

Questions for discussion:

- Why anthropology of kinship is interested in the history of anthropology?

- How differently conception and gender is understood across cultures?

**Lecture 8 From classical to critical anthropology (ii): Marxist, Feminism,**

**Foucault**

The critical role of kinship studies, and the critique of the study of kinship; the emergence of anthropology of anthropology; anthropology as cultural critique.

**Seminar 19-20 Gender and kinship: not nature**

Questions for discussion:

- Why, if at all, it is useful to distinguish sex and gender?

- Is gender/sexuality “classed” just as class is “gendered/sexed”?

- Is “nation” or “royalty” the family for aristocracy?

**Lecture 9-10 Partial perspectives versus partial connections**

(9) Postmodern Challenge; writing culture; the concepts of situated knowledge, partial perspective and partial truth; cyborg and the history of science. (10) Strathern’s critique of postmodernist perspectives on truth, gender and society; the concept of partible self and “dividual”; partial connections.

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test |  |  |  |  |
| Essay |  |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  | \* |  |  |
| In-class Participation | \* | \* |  |  |
| Attendance  | \* | \* |  |  |
| Interim Assessment(if required) | Colloquium |  |  |  |  |
| Summative Assessment | Exam (take-home essay and research paper) |  | \* |  |  |

**Assessment Criteria**

**In-class Participation (discussion and colloquium)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.  |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.  |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions.  |

**Project Work**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur. |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Examples of exam questions (take-home essays).**

1. EITHER: Why the question if the basis of kinship is natural or cultural is important for

anthropology? OR: Why, if at all, it is useful to distinguish sex and gender?

2. EITHER Why is turning different parts of bodies and selves into commodities perceived so

differently? OR What are some of the connections between different forms of exchange and

kinship and gender?

3. EITHER: What is the relationship between class, state and kinship? OR: Sexuality is never

about just sexuality but also about class, status, power etc. Discuss

4. EITHER Why anthropology of kinship and gender is interested in the history of

anthropology? OR What do we learn about sociocultural reality by asking who the observer

of it is?

5. Discuss how differently ONE or MORE is understood across cultures: conception, love, incest, house and home, virtual and real

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge received at lectures;
* Extending theoretical knowledge;
* Learn how to use legal, regulatory, referential information and professional literature;
* Development of cognitive and soft skills: creativity and self-sufficiency;
* Enhancing critical thinking and personal development skills;
* Development of research skills;
* Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences.  Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

* Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
* Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

**Recommendations for project work**

Lecturers and other instructors for the course have selected the following list of suggested research topics:

1. Courtship and dating: the gender of money and the gift

2. Family genealogy versus family history: class and status

3. Family budget (kubyzhka): in whose hands it is, how is it filled, by whom? Whose money (women’s, youngsters, retired are opt part of the kubyzhka?

4. House and home, including dormitory

You are welcome to suggest your own topics. You are welcome to do research collectively, but the research paper should be individually written and will receive individual mark The volume of the paper should not exceed 4,000 words. The minimum word limit is 2,000 words.

In the research paper:

1) explain why you have chosen your project (groups that you studied, a case, a situation). This explanation should include a clear connection to course topics to which it is related, e.g. religion and science or specific theme within these topics.

2) explain why you have chosen your research method — in particular if you decided to use methods other that ethnographic participant observation and ethnographic interview. Make sure you use more than one method (interview, discourse analysis, historical analysis, comparison with other cases). Use qualitative, rather that quantitative methods.

3) clearly formulate you research question or hypothesis. What is the question to which your paper and its materials are the answer?

4) explain how your research and methods help you to address the question/hypothesis

5) present your material — including quotations from interviews, examples of discourse or historical analysis.

6) describe the context of your material. In what context your interviews or observations were made? What is the social, cultural and historical context of the material that you have collected/explored?

7) describe if you had any ethical difficulties in doing this research

8) present the main results and conclusions of your research

Paper structure:

- Paper title and your name, and the course which this paper is for.

- Introduction (points 1, 2, 3 and 4 of the above) - Main body of the paper (points 5, 6 and 7 of the above)

- Conclusion (point 8 of the above)

- list of references: bibliography and other sources that you used

**Recommendations for final exam essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.