



This is on the review but we don't remember or haven't discussed the topic....

3. Ethnocentrism

5. Jane Goodall

12. Ethnology - Emic and Etic

13. Schools of thought in cultural anthropology

17. Sex, Gender, and Culture

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To go over a few concepts I am going to use the story of Zunera Ishaq:

- Wanted to become a Canadian citizen
- Want to wear a niqab during her citizenship ceremony
- Canadian government initially refused to grant her that right (despite the offer to show her face in a private location)
- Became an election hot topic
- She eventually won and was able to take the oath wearing the veil over her face

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3. Ethnocentrism

- The belief that ones cultural group is centrally important and all others are measured against it (Comparing others cultures to your own, believing that yours is superior)
- Based on lack of knowledge and understanding
- Leads to stereotypes, prejudice, and discrimination

*The Canadian government has an ethnocentrism view towards the cultures where it is tradion for women to cover up. The stereotype is that these women have less rights or choice in their lives and attire.

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12. Ethnology - Emic and Etic

Ethnology: Studying the origins and cultures of different peoples

Emic - Viewing a culture from an insiders point of view (other women who wear veils or are a part of the Muslim culture)

Etic - Viewing culture from an outsiders point of view (the canadian govenment)

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5. Jane Goodall



- Worked with the Leaky family
- Her speciality was living with and understanding the language and behaviour of chimps
- Her famous work is an example



of the participation/ observation method

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13. Schools of thought in cultural anthropology:

- a) Functional Theory
- b) Cultural relativism
- c) Cultural Materialism
- d) Feminist Anthropology
- e) Post Modern Anthropology

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13. Schools of thought in cultural anthropology: a) Functional Theory

- The idea that every belief, action, or relationship in a culture functions to meet the needs of individuals
- Stresses the importance of interdependence among all things within a social system to ensure long-term survival

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13. Schools of thought in cultural anthropology: b) Cultural relativism

- Understanding cultures on their own terms and avoiding snap judgements about cultural practices
- Born as a response to ethnocentrism which assumed that European culture was superior to all others

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13. Schools of thought in cultural anthropology: c) Cultural Materialism

- Materials or conditions within the environment (e.g. climate, food supply, geography) influence how a culture develops and impacts the ideas and ideology of the culture
- Culture develops on a trial-and-error basis
- If something is not of value to a society's ability to produce or reproduce, then it will disappear from society altogether
- Thus, institutions (e.g. law, government, religion) must be beneficial to society or they will no longer exist

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13. Schools of thought in cultural anthropology: d) Feminist Anthropology

- Ensuring that female voices were heard and included in research
- Compared cultures to see if they are male, female, or egalitarian (equally) dominated
- Show that our ideas of gender are culturally constructed (not determined by biology)

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13. Schools of thought in cultural anthropology: e) Post Modern Anthropology

- It is impossible to have any true knowledge about the world
- What we know about the world is created by society
- Try to break down what a society believes to be true
- Society can't be studied in an objective way because relationships are formed during participant observation
- Objection of science

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17. Sex, Gender, and Culture:

- a) Gender vs. Sex
- b) The strength theory
- c) Child care theory
- d) Economy of effort theory
- e) Expendability theory

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17. Sex, Gender, and Culture:

a) Gender vs. Sex

-Gender: A culturally constructed category.
How you personally identify.

-Sex: A biologically determined category.
How you are scientifically labeled.

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17. Sex, Gender, and Culture:

b) The strength theory

The concept that men tend to be assigned work roles that require physical strength including heavy lifting, hunting, or clearing land.

*It is noted that in some cultures, women dominate these roles but this is considered to be the norm (most common) role

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17. Sex, Gender, and Culture:

c) Child care theory

Women are usually given work activities that are comparable with caring for infants and young children.

*It is noted that in some cultures, men do some of these same duties but it is typically as a full time craft (e.g. women cook for family, men are chefs)

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17. Sex, Gender, and Culture:

d) Economy of effort theory

Both men and women are assigned work activities that are located near each other.

For example, when women are taking care of children they also do the household activities because they are in that location.

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17. Sex, Gender, and Culture:

e) Expendability theory

Men are assigned dangerous work more often because reproductively they are more expendable.

One man can father multiple children at once, but every child (or every few) requires a female to carry the pregnancy.

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