

THE UNIVERSITY OF WESTERN ONTARIO  
DEPARTMENT OF ANTHROPOLOGY

**ANTHROPOLOGY 9900A:  
SPECIAL TOPICS IN ANTHROPOLOGY:  
HISTORY OF ANTHROPOLOGICAL THOUGHT**

**COURSE OUTLINE**

September – December 2016



From Max Gluckman, "Analysis of a social situation in modern Zululand," Bantu Studies (1940).

Instructor	Professor Kim Clark
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Office Hours	Thurs., 1-2 pm, or by appointment

CLASS TIME	CLASS LOCATION
Thursdays 8:30 – 11:20 am	Social Science Centre 2257

*Note: This course is cross-listed with the fall term of Anthropology 3301E: Concepts of Society and Culture, a course which continues on into the winter term. You are encouraged to familiarize yourself with the course outline for 3301E both to understand the broader scope of that course, and to compare the assignments for graduate students with the assignments for undergraduate students. All essential information, however, is contained below.*

We are standing on the shoulders of giants – some of anthropology’s most brilliant minds have grappled with how to understand social organization. In this course we will explore the history of some important anthropological theories about social organization, analyzing how anthropological concepts and categories have been constructed and reconstructed over time. We will do so by examining the work and lives of some foundational figures in sociocultural anthropology from the late-19th and 20th centuries. We will read examples of their original (primary) work, in order to understand how particular kinds of anthropological questions or perspectives emerged out of the intersection of specific life circumstances and interests, intellectual networks and formation of schools of thought, and particular ethnographic circumstances in specific political and historical contexts. The intention is not to try to cover all major figures – *many* are left out! – but rather to turn an anthropological eye on anthropology itself, exploring both a series of anthropological concepts and the social processes through which anthropological perspectives are actively produced.

At the end of this course, you will have a deeper knowledge of where anthropology came from and how some of its central questions evolved over time. This course will be of special interest to graduate students who do not have a strong background in the history of anthropological thought, or simply want to enjoy reading/re-reading and discussing some foundational works.

### **Learning outcomes:**

Upon successful completion of this course, students will be able to:

- Interpret how anthropological knowledge is produced through the intersection of: particular historical moments and political contexts; personal histories and intellectual networks; and an engagement with the situations and people anthropologists encounter during their research.
- Identify patterns of similarities and contrasts in the work of different authors.
- Analyze the underlying assumptions of anthropological writings both orally (through participation in regular class discussions) and in written assignments.
- Work collaboratively with a group of peers to develop shared understandings of class readings and to prepare regular brief oral presentations on those themes.

### **Required readings:**

In this course you do not have to do any additional readings beyond the assigned class readings, even for your writing assignments. However, you do have to read everything that is assigned, and read it carefully. All of the fall term readings can be found in digital format, at no expense, through the course readings tab of the 3301E course website in OWL.

## Course requirements and grading:

The dates and relative worth of this course's assignments are:

Assignment	dates	worth
11 brief quizzes (1% each, top 10 marks counted)	At the start of each class	10 %
Discussion/participation grade	Throughout the course	10 %
*Four papers worth 20% each	Oct. 10, Oct. 31, Nov. 21, Dec. 19	80 %

**\*All writing assignments in this course should be your own individual, original work, and should not have been submitted previously for credit in another course. If you do not know what constitutes a scholarly offence, you should immediately read the information at:**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

## Course assignments:

Please note: this course is cross-listed with an undergraduate course, and graduate students will be assigned the same readings as undergraduates, and attend the same lectures. However, graduate students will be expected to prepare a larger number of written assignments with both greater independence of thought and a higher level of analysis, and also to contribute to class discussions at a level that reflects their additional training.

### **1) Quizzes every week (11 quizzes, top 10 marks will be counted x 1% each):**

At the beginning of every class from weeks 2-12 there will be a short quiz (5 true or false questions) to verify your comprehension of the readings assigned for that day's class. At the end of the course the lowest quiz mark will be dropped.

### **2) Discussion/participation grade:**

Students will be divided into discussion groups at the beginning of the course: the graduate students will be together in one discussion group. Discussion questions on the readings will be posted ahead of time, and students should do the readings with the discussion questions in mind, being sure to make notes for each answer. The discussion questions are designed to encourage you to better understand the content of the readings, and also to provide the opportunity to begin to explore the authors' underlying assumptions. Every student should come to class prepared to discuss any and all of the discussion questions. In class, each discussion group will be assigned one of these questions, at random, to present to the remainder of the class. Each week part of the class meeting will be a lecture (highlighting the broader context of the work or scholar under consideration, rather than explaining the reading itself), then students will meet with their discussion groups, and then each group will report back to the class as a whole with their comments on the assigned discussion question.

Half of the discussion grade for graduate students will be assigned by the members of your discussion group; I will assign the other half based on my observations of the quality of your participation and contributions.

### **3) Four papers:**

Four times during the course – every two or three weeks – graduate students will be expected to turn in a paper of approximately 1500 words on issues related to the readings and class discussions. Your paper will be due 10 days after we complete the discussion of the readings to be considered. While undergraduate students will be given specific questions to be addressed in their papers (which will also cover a larger number of readings, as they only have two papers per term), graduate students will be challenged to find their own significant parallels and contrasts among the readings examined. Papers will be assessed based on the significance of the themes highlighted for analysis, the analysis itself, and the quality of the writing. The papers are due via on-line submission before midnight on Oct. 10, Oct. 31, Nov. 21, and Dec. 19. You do not need to submit a paper copy, just an electronic copy via the course website. Late papers will not be accepted from graduate students, unless there is a documented emergency.

Note that while the amount of reading is not particularly large for a graduate course, students should be undertaking a careful reading that includes seeking parallels and contrasts among authors, to generate potential topics to explore in their frequent papers. All graduate work in the class will be graded by me.

#### **General expectations:**

It is essential that graduate students attend every class, arrive on time, and come prepared to participate actively and thoughtfully in the discussion component. Graduate students should model for the undergraduate students in the course a high level of engagement, responsibility, analysis, and a collaborative spirit in building constructively on other students' contributions to class discussions.

#### **Course website:**

A separate course website has been established for Anthropology 9900A, the graduate side of this cross-listed course. Please use that website for the course outline and for information about and submission of graduate assignments.

You will also be provided access to the website for Anthropology 3301E, the undergraduate course. Please use that website to access the discussion questions and the weekly lecture outlines that will be posted the day before each lecture (which you can download and print, or download and use the electronic version to take your class notes). Please be aware that those lecture outlines will simply guide students through the general structure of the lecture, rather than providing detailed content. Note too that while the quiz dates are the same for both courses, the paper deadlines and instructions for grad students are different.

## Reading list and detailed course outline

Week	Class date	Topic	Readings	Assignments
1	Sept. 8	Introduction to the course and to the study of social organization	This course outline! Real class today: all students should attend. <b>Today only, class will start at 9:30 am.</b>	
		<b>Evolutionary</b>	<b>perspectives on social organization</b>	
2	Sept. 15	Henry Maine: from status to contract	Henry Sumner Maine, "Chapter V: Primitive Society and Ancient Law," in <u>Ancient Law</u> . London: John Murray (1920; originally published in 1861), 109-165.	<b>Quiz every class at 8:45 am</b>
3	Sept. 22	Lewis Henry Morgan	Lewis H. Morgan, "Part I: Growth of Intelligence through Inventions and Discoveries" & "Part IV: Growth of the Idea of Property," in <u>Ancient Society</u> . Chicago: Charles H. Kerr & Company (1877), 22-53 & 430-450.	
4	Sept. 29	Emile Durkheim: from mechanical solidarity to organic solidarity	Emile Durkheim, "Selections from <u>The Division of Labour in Society</u> ," in <u>Readings from Emile Durkheim</u> , ed. Kenneth Thompson. London: Tavistock Publications (1985; first published in 1893), 12-33.	
		<b>The origins of</b>	<b>four-field anthropology</b>	
5	Oct. 6	Franz Boas and four-field anthropology	Franz Boas, "On Alternating Sounds" [1889], "Instability of Human Types" [1911], and "Anthropology" [1907], in <u>The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader</u> , edited by George W. Stocking, Jr. (New York: Basic Books, 1974), 72-77, 214-18 & 267-81; Boas, "The Aims of Anthropological Research," <u>Science</u> 76 (1932): 605-613.	<b>Paper 1 (on weeks 2-4) will be due on Oct. 10</b>
		<b>The internal</b>	<b>organization of societies</b>	
6	Oct. 13	Functionalism: Malinowski and Radcliffe-Brown	B. Malinowski, "Introduction: The Subject, Method and Scope of this Inquiry," <u>Argonauts of the Western Pacific</u> . New York: E.P. Dutton & Co. (1961[1922]), 1-20; Malinowski, "The Group and Individual in Functional Analysis," <u>American Journal of Sociology</u> 44 (1939), 938-964; A.R. Radcliffe-Brown, "On the Concept of Function in Social Science," <u>American Anthropologist</u> 37:3 (1935), 394-402; Radcliffe-Brown, "On Social Structure," <u>Journal of the Royal Anthropological Institute of Great Britain and Ireland</u> 70:1 (1940), 1-12.	

7	Oct. 20	Descent theory: Evans-Pritchard	E.E. Evans-Pritchard, "The Nuer of the Southern Sudan," in <u>African Political Systems</u> , edited by M. Fortes and E.E. Evans-Pritchard. London: Oxford University Press (1940), 272-296; Evans-Pritchard, "Kinship and the local community among the Nuer," in <u>African Systems of Kinship and Marriage</u> , edited by A.R. Radcliffe-Brown and D. Forde. London: Oxford University Press (1950), 360-391.	
***	Oct. 27	Fall Study Break	*** NO CLASS ***	<b>Paper 2 (on weeks 5-7) will be due on Oct. 31</b>
		<b>Toward an</b>	<b>analysis of social systems</b>	
8	Nov. 3	Leach: tension and contradiction in political systems	E.R. Leach, <u>Political Systems of Highland Burma</u> (1954), read parts I (1-61) and III (197-292).	
9	Nov. 10	Gluckman: social situations in complex social fields	Max Gluckman, "Analysis of a social situation in modern Zululand (part 1)," <u>Bantu Studies</u> 14:1 (1940), 1-30; Gluckman, "Analysis of a social situation in modern Zululand (part 2)," <u>Bantu Studies</u> 14:2 (1940), 147-174.	
10	Nov. 17	Redfield: cultural systems beyond the community	Robert Redfield, "Cultural Changes in Yucatan," <u>American Anthropologist</u> 36 (1934), 57-69; Redfield, "The Folk Society," <u>American Journal of Sociology</u> 52 (1947), 292-308; Redfield, "The Social Organization of Tradition," <u>The Far Eastern Quarterly</u> 15:1 (1955), 13-21.	<b>Paper 3 (on weeks 8-9) will be due on Nov. 21</b>
11	Nov. 24	Steward: anthropology of the nation	Julian Steward, "Introduction," in <u>The People of Puerto Rico</u> , by Julian Steward et al. Urbana: University of Illinois Press (1956), 1-27; 'The Staff', "The cultural historical approach," in <u>The People of Puerto Rico</u> , 31-33.	
12	Dec. 1	Lesser: rethinking history, evolution, and social fields	Alexander Lesser, "Evolution in Social Anthropology," <u>Southwestern Journal of Anthropology</u> 8:2 (1952), 134-146; Lesser, "Social Fields and the Evolution of Society," <u>Southwestern Journal of Anthropology</u> 17:1 (1961), 40-48; Lesser, "The Cultural Significance of the Ghost Dance," <u>American Anthropologist</u> 35:1 (1933), 108-15; Lesser, "Functionalism in Social Anthropology," <u>American Anthropologist</u> 37:3 (1935), 386-393.	<b>Discussion Group Evaluation;</b> <b>Paper 4 (on weeks 10-12) will be due on Dec. 19</b>

## **Western's Statement on Health and Wellness**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

To help you learn more about mental health, Western has developed an interactive mental health learning module (non-compulsory), found here:

[http://www.uwo.ca/health/mental\\_wellbeing/education/module.html](http://www.uwo.ca/health/mental_wellbeing/education/module.html)

This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

## **Accessibility at Western**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

For Western's commitment to Accessibility, visit:

[http://www.registrar.uwo.ca/general-information/accessibility\\_at\\_western.html](http://www.registrar.uwo.ca/general-information/accessibility_at_western.html)