

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF ANTHROPOLOGY

ANTHROPOLOGY 3301E-001: CONCEPTS OF SOCIETY AND CULTURE

Course value: 1.0 credit
September 2016 – April 2017
COURSE OUTLINE



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

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Office Hours	Thurs. 1-2 pm, or by appointment	No office hours

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

Prerequisites: At least 0.5 from Anthropology 2211F/G, 2212F/G, 2216F/G, 2217F/G, 2218F/G, 2219F/G, 2222F/G, and registration in Year 3 or 4 in any Anthropology module.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Note: Fall term only cross-listed for graduate students as Anthropology 9900A: Special Topics in Anthropology - History of Anthropological Thought

Scope of the course:

This is a course on social organization, examining the various principles around which different kinds of societies are organized. In the first term, we will explore some of the history of anthropological theories about social organization, analyzing how anthropological concepts and categories have been constructed and reconstructed over time. We will read examples of some foundational scholars' original (primary) work and will focus on understanding 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.

In the second term, we will examine the construction of actual social formations over time, in contexts of unequal power: for instance, the formation of African tribes in response to British colonial policies, or the formation of particular kinds of Latin American peasant communities at the intersection of local and global processes. Then we will move beyond our focus on how the relations between societies were forged through differential power, to analyze how complex societies are internally organized through forms of structured social inequality such as class, ethnicity, and gender. Throughout, we will also be exploring the relationship between various forms of social organization and inequality on the one hand, and various kinds of identity on the other hand: that is, between social and cultural processes.

Some of the questions that guide this course are: How do the scholars studied understand what constitutes “society,” and how it relates to “culture”? How do they conceptualize the causes of social or cultural patterning? What are the implicit or explicit boundaries of their units of study? And ultimately, what do they consider to be the proper scope of anthropology?

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. While much of the subject matter is drawn from sociocultural anthropology, many of the concepts we will examine also orient research and thinking in the other subfields of anthropology.

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.
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Identify how power operates across different societies and infuses relations within societies.
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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.
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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.

- 1) The majority of readings can be found in digital format through the course readings tab of the course website in OWL. You can access them digitally at no cost.
- 2) We will also be reading two books during the winter term, both of which will be on reserve at Weldon:
 - A. Kim Clark, The Redemptive Work: Railway and Nation in Ecuador, 1895-1930 (Rowman and Littlefield Publishers, 1998).
 - Note that the Campus Bookstore was not able to order sufficient copies of the paperback edition of this book for the course. However, it can be purchased as an e-book from Amazon or Indigo, or you could seek a used copy, if you prefer not to use the hard copy course reserve.
 - Ronald Fraser, In Search of a Past (Verso, 2010 [first published 1984]).
 - This book is available at the Campus Bookstore, as well as on course reserve.

Course requirements and grading:

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

Assignment	Dates	Weight
23 brief quizzes (top 18 marks counted at 1% each)	At the start of each class	18%
Discussion/participation grade	Throughout the course	8%
*Four 1500-2000 word papers worth 15% each	Oct. 26, Dec. 18, Feb. 8 & Mar. 22	60%
Final exam	April (date TBD)	14%

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

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

Course assignments:

1) Quizzes every week (23 quizzes, top 18 marks will be counted at 1% each to total 18%):

At the beginning of every class from weeks 2-24 there will be a short quiz (5 true or false questions) to verify your comprehension of the readings assigned for that day's class. This is meant to be an incentive for you to keep up with the readings, since you will learn much more from this course if you do so. This will also train you to read more actively, since the quizzes (combined with the discussion questions, see next item) will assess whether you have understood the main points of the readings. The quiz questions will not be designed to trip you up, just to assess whether you have read the assigned work thoughtfully. No make-up quizzes will be offered. However, at the end of the course the five lowest quiz marks will be dropped.

2) Discussion grade:

Discussion questions on the readings will be posted at the beginning of the course, 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 guide you in pulling out the most important points in the readings, and also to provide the opportunity to begin to explore the authors' underlying assumptions. Each 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. Students will be divided into discussion groups at the beginning of the course, and the groups will be reconfigured each half-term. **Your discussion grade will be assigned by the members of your discussion group** at the end of each half-term, with 2% of your grade coming from the discussion participation for each quarter of the course, totaling 8% across the whole course. I reserve the right to adjust these grades if they do not accurately reflect participation, and to ensure consistency across groups.

3) Four papers:

Four times during the course you will be expected to turn in a paper of 1500-2000 words, on issues related to the readings and class discussions. Specific questions to be addressed will be posted approximately 20 days before the paper is due. You will have a choice regarding the essay topics: usually you will be given two questions from which to choose. All of the papers will be weighted equally at 15% each of the final grade, totaling 60% of the grade. The papers are due via on-line submission at noon on **Oct. 26, Dec. 18, Feb. 8, and Mar. 22**. Late papers will be penalized 3% per day (beginning immediately after noon on the day they are due), and will only be accepted up to five days late (with a penalty of 15%). Anyone who has not turned in a paper by that time will receive a grade of zero for that assignment, unless special accommodations have been recommended by your academic counsellor. Papers turned in a full day early, in contrast, will receive a 2% bonus, so all students are encouraged to aim for early submission.

Note: you will not have to do any additional research beyond the course readings in order to write these papers. The time you would otherwise spend exploring paper topics, looking for sources, etc., should be spent in this course doing a careful review of the assigned readings each week so that when you receive the paper topics you can quickly choose the one that most interests you, and go back over the readings to pull out the most salient issues related to the questions posed in the assignment and to polish your written argument about those issues. **As an essay-designated course, all writing assignments in this course must be submitted and receive passing grades in order to pass this course.**

4) Final exam:

The final exam will be worth 14% of your grade for the course and will be scheduled by the Registrar's Office during the April exam period. More information will be provided later in the course.

General expectations:

This course is designed to develop your understanding of anthropological approaches to social organization over time, and to hone your analytical skills through careful reading, discussion and analysis of anthropological work. The course structure and all of the assignments are designed to support you in this endeavour. Both students and instructor have roles to play in making this course in general, and your learning process in particular, successful.

Student responsibilities:

- You are responsible for knowing what is on this course syllabus, and for any other course organizational information posted on the course website and/or announced in class.
- **You are responsible for coming to every class, having read the assigned readings, having made notes about the discussion questions, and prepared to contribute to class discussions. It is very difficult to achieve the deeper learning that takes place in class in any other way.**
- It is essential that you arrive on time so you don't miss the quiz held at the beginning of each class. No make-up quizzes are possible. The fact that five quiz grades will not be counted provides some flexibility, but you are encouraged not to squander these opportunities by arriving late or missing class unnecessarily.
- If you miss a class for unavoidable reasons, you should arrange to get notes from another student (or even from two, in case one of them missed something in the lecture). Lecture notes for missed classes will not be provided by the instructor or the TA, nor is it easy to replace the enriched understanding gained through collaborative discussion in any other way.
- You are responsible for listening respectfully to your classmates and building constructively on their contributions so that the learning process for all class members is enhanced.
- You should not rely primarily on email for communicating with the instructor, other than for short queries. Any communication requiring a detailed response should be saved for discussion in person. For email communication, ensure that you use your UWO email address, as messages sent from other accounts may be filtered out by the university's spamtrap.
- If you choose to do so, you may use a laptop computer, tablet, or other electronic device in class for taking notes. In making this decision, please be aware that research shows that when students take hand-written notes the learning process is enhanced. You are not permitted to check email, text, surf the web, or use electronic devices for any other purpose during class: such behaviour is distracting to you as well as to everyone sitting around you. If you are found to be using a device inappropriately in class you will be asked to turn it off and not bring it back to class in the future.
- Students who take notes on a laptop or tablet are asked to sit around the sides and back of the classroom, to limit distractions to other students.
- You must turn off or silence other devices (such as cell phones) during class, unless you have special circumstances that you have discussed with me.
- **No electronic devices of any kind are permitted at the final exam.**

Instructor commitments:

- I will maintain a course website for this class, where I will post this syllabus, discussion questions, announcements, lecture outlines, assignment instructions, and most of the course readings. You can also check your grades there.
- I will post the lecture outlines (not detailed class notes) on the course's OWL site by mid-afternoon on the day before each class. These documents will be in a format that will allow you to alter the font or add additional space so you can print them out and bring them to class if you think this would be helpful for you in following the class lecture and structuring your notes. Alternatively, if you take your class notes electronically you may wish to download the lecture outlines and to insert your own notes directly into those documents during class.
- I will hold one hour of office hours each week, and I am happy to arrange appointments at other mutually-convenient times – please contact me by email to make arrangements to meet. I am on campus every day.
- I will endeavour to respond to email communications within 24 hours of receiving them, but will not do so on evenings or weekends.

Reading list and detailed course outline

All readings are available through OWL except the two books we are reading in winter term.

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. Today only, class will start at 9:30 am.	
		Evolutionary	perspectives on social organization	
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.	Quiz every class (weeks 2-24) at 8:45 am
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), 3-44 & 535-563.	
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.	
		The origins of	four-field anthropology	
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. Franz Boas, "The Aims of Anthropological Research," <u>Science</u> 76 (1932): 605-613.	Topics will be posted for Paper 1 (on weeks 2-7), which will be due on Oct. 26
		The internal	organization of societies	
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; B. 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; A.R. 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. E.E. 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.	Evaluation of discussion group
***	Oct. 27	Fall Study Break	*** NO CLASS ***	Paper 1 due on Oct 26
		Toward an	analysis of social systems	
8	Nov. 3	Leach: tension and contradiction in political systems	E.R. Leach, <u>Political Systems of Highland Burma</u> . London: Athlone Press 1970 (originally 1954): read parts I (1-61) and III (197-292).	New discussion group
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; Max 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. Robert Redfield, "The Folk Society," <u>American Journal of Sociology</u> 52 (1947), 292-308. Robert Redfield, "The Social Organization of Tradition," <u>The Far Eastern Quarterly</u> 15:1 (1955), 13-21.	
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.	Topics will be posted for Paper 2 (on weeks 8-12), due on Dec. 18
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. "Social Fields and the Evolution of Society," <u>Southwestern Journal of Anthropology</u> 17:1 (1961), 40-48. "The Cultural Significance of the Ghost Dance," <u>American Anthropologist</u> 35:1 (1933), 108-115. "Functionalism in Social Anthropology," <u>American Anthropologist</u> 37:3 (1935), 386-393.	Evaluation of discussion group
***	Dec. 8	Study Day	*** NO CLASS *** No mid-year exam	Paper 2 due on Dec. 18

		Analyzing	power, resistance, and social formations	
13	Jan. 5	Connections	Eric R. Wolf, "Chap. 1: Introduction" & "Chap. 3: Modes of Production," in <u>Europe and the People without History</u> . Berkeley: University of California Press (1982), 3-23 & 73-100.	New discussion group
14	Jan. 12	African tribes and colonialism: political and economic perspectives	John Illife, "Chapter 10: The Creation of Tribes," in <u>A Modern History of Tanganyika</u> . Cambridge: Cambridge University Press (1979), 318-341. T.O. Ranger, "Race and Tribe in Southern Africa: European Ideas and African Acceptance," in <u>Racism and Colonialism</u> , ed. Robert Ross. The Hague: Martinus Nijhoff (1982), 121-142. Leroy Vail, "Ethnicity in Southern African History," in <u>The Creation of Tribalism in Southern Africa</u> , ed. Leroy Vail. Berkeley: University of California Press (1989), 1-19.	
15	Jan. 19	Decentralized despotism and its legacy	Mahmood Mamdani, "Chapter 2: Decentralized Despotism," in <u>Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism</u> . Princeton: Princeton University Press (1996), 37-61.	Topics posted for Paper 3 (on weeks 13-17), due on Feb. 8
16	Jan. 26	Cultural historical analysis in Latin America	Sidney W. Mintz and Eric R. Wolf, "An analysis of ritual co-parenthood (compadrazgo)," <u>Southwestern Journal of Anthropology</u> 6:4 (1950), 341-368. Eric R. Wolf and Sidney W. Mintz, "Haciendas and Plantations in Middle America and the Antilles," <u>Social and Economic Studies</u> 6:3 (1957), 380-412. Eric R. Wolf, "Closed corporate peasant communities in Mesoamerica and Central Java," <u>Southwestern Journal of Anthropology</u> 13:1 (1957), 1-18. Optional: Eric R. Wolf, "The vicissitudes of the closed corporate peasant community," <u>American Ethnologist</u> 13:2 (1986), 325-329.	
17	Feb. 2	Culture and political economy of peasant communities	Mike Painter, "Re-creating peasant economy in southern Peru," in <u>Golden Ages, Dark Ages: Imagining the Past in Anthropology and History</u> , ed. J. O'Brien and W. Roseberry. Berkeley: University of California Press (1991), 81-106. Gavin Smith, "The production of culture in local rebellion," in <u>Golden Ages...</u> , 180-207.	
		Homogeneity	and heterogeneity in complex societies	
18	Feb. 9	Creating class	Michael Perelman, "Chapter 1: The Importance of Primitive Accumulation," in <u>The Invention of Capitalism: Classical Political Economy and the Secret History of Primitive Accumulation</u> . Durham: Duke University Press (2000), 13-24. E. P. Thompson, "The Making of Class" & "Class and Class Struggle" in <u>Class</u> , ed. Patrick Joyce. Oxford: Oxford University Press (1995), 131-142.	Paper 3 due on Feb. 8 Evaluation of discussion group

19	Feb. 16	Creating the nation I	A. Kim Clark, <u>The Redemptive Work: Railway and Nation in Ecuador, 1895-1930</u> . Rowman & Littlefield Publishers (1998), chapters 1-4.	New discussion group
***	Feb. 23	Reading Week	NO CLASS ***	
20	Mar. 2	Creating the nation II	Clark, <u>The Redemptive Work</u> , chapters 5-8.	Topics posted for Paper 4 (on weeks 18-22), due on Mar. 22
21	Mar. 9	Living class I	Ronald Fraser, <u>In Search of a Past</u> . London: Verso (2010; first published 1984), Introduction & parts 1 & 2.	
22	Mar. 16	Living class II	Fraser, <u>In Search of a Past</u> , part 3.	
23	Mar. 23	Ethnicity: case studies	Philippe Bourgois, "Conjugated Oppression: Class and Ethnicity among Guaymi and Kuna Banana Workers," <u>American Ethnologist</u> 15:2 (1988), 328-348. Jean E. Jackson, "Culture, Genuine and Spurious: The Politics of Indianness in the Vaupés, Colombia," <u>American Ethnologist</u> 22:1 (1995), 3-27.	Paper 4 due on Mar. 22
24	Mar. 30	Gender, class and ethnicity	Marisol de la Cadena, "'Women are more Indian': Ethnicity and Gender in a Community near Cuzco," in <u>Ethnicity, Markets, and Migration in the Andes</u> , ed. Brooke Larson and Olivia Harris. Durham: Duke University Press (1995), 329-348. Carol A. Smith, "Race-Class-Gender Ideology in Guatemala: Modern and Anti-Modern Forms," <u>Comparative Studies in Society and History</u> 37:4 (1995), 723-749.	
25	April 6	Final reflections & discussion of studying strategies for the final exam	Eric R. Wolf, "Facing Power—Old Insights, New Questions," in <u>Pathways of Power: Building an Anthropology of the Modern World</u> . Berkeley: University of California Press (2001), 383-397.	Evaluation of discussion group
			Final exam in April – date TBD by the Registrar's Office	

General University Policies:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

Mental Wellbeing: Students who are in emotional/mental distress should refer to Mental Health@Western http://uwo.ca/health/mental_wellbeing/index.html for a complete list of options about how to obtain help.