

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF ANTHROPOLOGY

**ANTHROPOLOGY 3350F-001:
SOCIETY AND CULTURE I: HISTORICAL PERSPECTIVES**

Course value: 0.5 credit
September – December 2017

COURSE OUTLINE

Teaching staff	Professor Kim Clark	TA Jutta Zeller-Beier
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Office Hours	TBD	TBD

CLASS TIME	CLASS LOCATION
Thursday, 9:30 am - 12:20 pm	SSC 2257

Antirequisite: The former Anthropology 3301E.

Prerequisite: 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.

Scope of the course:

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 anthropology from the late-19th to mid-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.

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.
Appreciate the limits of anthropological knowledge by exploring how scholars came to know what they thought they knew, constrained (as we all are) by the conditions in which they were working.
Analyze the underlying assumptions of anthropological writings and effectively communicate that analysis 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. The readings can be found in digital format through the course readings tab of the course website in OWL. You can access them at no cost.

Course requirements and grading:

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

Assignment	Dates	Weight
12 brief quizzes (top 10 marks counted at 1.5% each)	At the start of each class	15%
Discussion/participation grade	Throughout the course	10%
*Two 1500-word papers worth 25% each	Oct. 16, Nov. 20	50%
*Final take-home exam	Dec. 18	25%

Course assignments:

1) Quizzes every week (12 quizzes, top 10 marks will be counted at 1.5% each to total 15%):

At the **beginning of every class** from weeks 2-13 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 lowest two 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 halfway through the term. **Your discussion grade will be assigned by the members of your discussion group** at the end of each half-term, with 5% of your grade coming from the discussion participation for each half of the course, totaling 10% 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) Two papers:

Twice during the course you will be expected to turn in a paper of 1500 words (up to 2000 words will be accepted) on issues related to the readings and class discussions. Specific questions to be addressed will be posted approximately two weeks before the paper is due, and you will have a choice between two essay questions. The papers will be weighted equally at 25% each of the final grade, totaling 50% of the grade. The papers are due via on-line submission at noon on **Oct. 16** and **Nov. 20**. 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, both writing assignments in this course must be submitted and receive passing grades in order to pass this course.**

4) Final take-home exam:

The final exam will be worth 25% of your grade for the course and will be due on Monday, December 18 before midnight. The exam will be composed of two essay questions that will permit you to make connections across the readings to reflect on the broader issues explored in the course. No late exams will be accepted (unless special accommodations have been granted due to exceptional circumstances).

Please note the following university policy:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com

(<http://www.turnitin.com>).

Also note: 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://westerncalendar.uwo.ca/2017/pg113.html>

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 two 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.

- 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.

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 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 normally 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.

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.

Reading list and detailed course outline

All readings are available for download at no charge through OWL.

Week	Date	Topic	Readings	Assignments
1	Sept. 7	Introduction to the course and to the study of social organization	This course outline! <u>Real class today: all students should attend.</u>	
		Evolutionary	perspectives on social organization	
2	Sept. 14	Henry Maine: from status to contract, and blood to soil	*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 2-13) at 9:35 am
3	Sept. 21	Lewis H. Morgan: evolution of subsistence, society, property and the state	*Lewis Henry 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. 28	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. 5	Franz Boas and four-field anthropology	*Franz Boas, "On Alternating Sounds" [1889], "Instability of Human Types" [1912], and "Anthropology" [1908], 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.	Paper 1 (on weeks 1-5) due on Oct. 16
***	Oct. 12	FALL READING WEEK (Oct. 9-13)	*** NO CLASS ***	
		The internal	organization of societies	
6	Oct. 19	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.	Oct. 16 – paper 1 due

7	Oct. 26	Descent theory: Evans-Pritchard	<p>*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.</p> <p>*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.</p>	Evaluation of discussion group
		Toward an	analysis of complex social systems	
8	Nov. 2	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. 9	Gluckman: social situations in complex social fields	<p>*Max Gluckman, "Analysis of a social situation in modern Zululand (part 1)," <u>Bantu Studies</u> 14:1 (1940), 1-30;</p> <p>*Max Gluckman, "Analysis of a social situation in modern Zululand (part 2)," <u>Bantu Studies</u> 14:2 (1940), 147-174.</p>	Paper 2 (on weeks 6-9) due on <u>Nov. 20</u>
10	Nov. 16	Benedict: individual and patterns of (national) culture	<p>*Ruth Benedict, "Chap 2: The Diversity of Cultures," "Chap 3: The Integration of Culture," and "Chap. 8: The Individual and the Pattern of Culture," in <u>Patterns of Culture</u> (New York: Mentor Books, 1959 [1934]), 33-61.</p> <p>*Ruth Benedict, "Assignment: Japan," in <u>The Chrysanthemum and the Sword</u> (Boston: Houghton Mifflin, 1946), 1-19.</p>	
11	Nov. 23	Redfield: cultural systems beyond the community	<p>*Robert Redfield, "Cultural Changes in Yucatan," <u>American Anthropologist</u> 36 (1934), 57-69.</p> <p>*Robert Redfield, "The Folk Society," <u>American Journal of Sociology</u> 52 (1947), 292-308.</p> <p>*Robert Redfield, "The Social Organization of Tradition," <u>The Far Eastern Quarterly</u> 15:1 (1955), 13-21.</p>	<u>Nov. 20</u> – paper 2 due
12	Nov. 30	Steward: anthropology of the nation	<p>*Julian Steward, "Introduction," in <u>The People of Puerto Rico</u>, by Julian Steward et al. Urbana: University of Illinois Press (1956), 1-27;</p> <p>*'The Staff', "The cultural historical approach," in <u>The People of Puerto Rico</u>, 31-33.</p>	
13	Dec. 7	Lesser: rethinking history, evolution, and social fields	<p>*Alexander Lesser, "Evolution in Social Anthropology," <u>Southwestern Journal of Anthropology</u> 8:2 (1952), 134-146.</p> <p>*A. Lesser, "Social Fields and the Evolution of Society," <u>Southwestern Journal of Anthropology</u> 17:1 (1961), 40-48.</p> <p>*A. Lesser, "The Cultural Significance of the Ghost Dance," <u>American Anthropologist</u> 35:1 (1933), 108-115.</p> <p>*A. Lesser, "Functionalism in Social Anthropology," <u>American Anthropologist</u> 37:3 (1935), 386-393.</p>	Evaluation of discussion group
	Dec. 18	FINAL TAKE-HOME EXAM	Exam due on December 18 – uploaded before midnight via OWL	