

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF ANTHROPOLOGY

**ANTHROPOLOGY 3351G-001:
SOCIETY AND CULTURE II: IDENTITY, POWER, AND SOCIAL FORMATIONS**

Course value: 0.5 credit

January – April 2018

COURSE OUTLINE – TENTATIVE (14 June 2017 version)

Teaching staff	Professor Kim Clark	TA (TBD)
Office	SSC 3323	
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Telephone	519-661-2111, ext. 85085	
Office Hours	TBD	

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

Antirequisite: The former Anthropology 3301E.

Prerequisites: Anthropology 3350F 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.

Scope of the course:

This course follows immediately on Anthropology 3350F, continuing with the analysis of social organization by examining the construction of actual social formations over time, in contexts of unequal power, through a reading of ethnographic cases. For instance, we will examine 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.

Learning outcomes:

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

Identify how power relations connect societies in different regions and how subordinate groups respond actively to the circumstances that confront them.
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Examine how differential power operates within societies and how those relations and the responses to

them together generate intersecting forms of social inequality and social identity.
Analyze anthropological concepts and cases 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.

- 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 at no cost.
- 2) We will also be reading one book:
 - Ronald Fraser, In Search of a Past (Verso, 2010 [first published 1984]).
 - This book is available on hard-copy course reserve at Weldon and at the Campus Bookstore.

Course requirements and grading:

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

Assignment	Dates	Weight
11 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	Feb. 18, Mar. 25	50%
*Final take home exam	April 22	25%

***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>

Course assignments:

1) Quizzes every week (11 quizzes, top 10 marks will be counted at 1.5% each to total 15%):

At the beginning of every class from weeks 1-11 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 issue 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 approximately 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 **Feb. 18** and **Mar. 25**. 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 April 22 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).

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.
- 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 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.

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 through OWL except Fraser's book.

Note: since all students will have taken 3350F, and this course follows the same format, we will jump right into the course material on the first day of class.

		Analyzing	power, resistance, and social formations	
1	Jan. 11	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.	Quiz every class (weeks 1-11) at the start of class
2	Jan. 18	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.	
3	Jan. 25	African tribes and colonialism: a case study	Leroy Vail and Landeg White, "Tribalism in the Political History of Malawi," in <u>The Creation of Tribalism in Southern Africa</u> , ed. Leroy Vail. Berkeley: University of California Press (1989), 151-192.	
4	Feb. 1	Cultural historical analysis in Latin America	Sidney W. Mintz and Eric R. Wolf, "An analysis of ritual coparenthood (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.	
5	Feb. 8	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.	Paper 1 (on weeks 1-5) due on Feb. 18

		Homogeneity	and heterogeneity in complex societies	
6	Feb. 15	Creating the nation	Eric J. Hobsbawm, "Chap. 1: The nation as novelty: from revolution to liberalism," in <u>Nations and Nationalism since 1780: Programme, Myth, Reality</u> . Cambridge: Cambridge University Press (1992, second edition), 14-45. Eric Hobsbawm, "Introduction: Inventing Traditions," in <u>The Invention of Tradition</u> , ed. Eric Hobsbawm and Terence Ranger. Cambridge: Cambridge University Press (1983), 1-14.	Evaluation of discussion group
***	Feb. 22	Spring Reading Week Feb. 19-23	*** NO CLASS ***	Feb. 18 – paper 1 due
7	Mar. 1	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. Eric R. Wolf, "Chap. 12: The New Laborers," in <u>Europe and the People without History</u> . Berkeley: University of California Press (1982), 354-383.	New discussion group
8	Mar. 8	Living class I	Ronald Fraser, <u>In Search of a Past</u> . London: Verso (2010; first published 1984), Introduction & parts 1 & 2.	
9	Mar. 15	Living class II	Fraser, <u>In Search of a Past</u> , part 3.	Paper 2 (on weeks 6-9) due Mar. 25
10	Mar. 22	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.	
11	Mar. 29	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.	Mar. 25 – paper 2 due
12	April 5	Final reflections	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
	April 22	FINAL TAKE-HOME EXAM	Take-home exam due on April 22 – uploaded before midnight via OWL	