

Anthropology 3AC

INTRODUCTION TO SOCIO-CULTURAL ANTHROPOLOGY

Fall 2018

T/Th 11:00 – 12:30pm

Dwinelle 155

Professor James Holston

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Office hours: Monday 10-12

Sign-up: <https://www.wejoinin.com/sheets/ujvi> (Links to an external site.)
[Links to an external site.](#)

Graduate Student Instructors

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Course Description

This course offers an introduction to basic concepts, issues, debates, and methods in socio-cultural anthropology. The discipline of anthropology emerged at a historical moment in the late 19th century when the pragmatics of colonial administration became linked to the scientific ambition to document the varieties of human existence, when it became both possible and urgent to use that documentation to contest racist accounts of human development, and when romantic exoticism became entwined with humanist universalism. We may also say that an anthropological sense began to emerge centuries earlier with the European colonial conquests that created both remarkably multi-ethnic and pluri-cultural societies in many regions of the world and globalized systems of inequality. These conditions produced distinctive problems for the development of social organization, political association, state formation, national identity, law, and culture. They shaped definitions of human-ness and categorizations of human beings into races, ethnicities, genders, and classes. Thus embodied, the conceptualization of differences has generated both extraordinary violence and innovation. Over the centuries, anthropologists have studied these conditions and consequences of human diversity. They have used the investigation both to undermine ethnocentrism and to understand the construction of social organization and its transformation in time and space. While the scope of this course will be global, we will focus particularly on the Americas, using our anthropological lens to consider comparatively and historically the constitution of North and Latin American societies.

Course Outline

Part 1: The Conquest of New Worlds

Part 2: Race and Nation-Building in the Americas

Part 3: Emergent American Anthropology

Part 4: Reason and Religion

Part 5: Political Anthropology

Course Policies and Student Responsibilities

Discussion Sections:

Attendance at discussion sections is required, and attendance records will be kept by your GSI. Each student is expected to prepare three reading responses over the course of the semester and

to participate actively in all discussion section. Section attendance and participation will constitute 20% of your grade. If prolonged illness or emergencies require you to miss several sections, GSIs will expect you to provide advance notice and documentation. In addition, attendance at lectures is strongly encouraged. Many of the questions that will appear on the midterm and final exams will be drawn directly from lecture material and will be discussed in class. If you miss lectures, you are jeopardizing your success on exams.

Preparation:

All reading assignments should be completed before your section meeting for the week indicated in the class schedule below. You should finish readings before the relevant lecture as well; doing so will make the presentation much easier to follow.

Collegiality:

It is expected that students will be attentive and respectful of their fellow students, GSIs, and professor. Please arrive at lecture on time and wait until it has concluded before leaving. Lectures will begin at 11:10pm. If you must leave early during lecture or film, keep in mind that others are trying to listen and watch; exit as quietly as possible.

Electronic Devices

Cellphone use is not permitted in the classroom. Please silence them before class. INTERNET USE IS NOT PERMITTED IN THE CLASSROOM. If you choose to use a laptop or a tablet for note taking, you must turn off WiFi and type quietly. Please be mindful that texting and internet activity pose a distraction to all those around you, to say nothing of how it limits your ability to catch key points in lecture and thus to succeed in the course. BE RESPECTFUL OF OTHERS. If we receive complaints about internet use in class or if it becomes obviously disruptive, offending students will be warned. Students will lose 25% of their section participation grade for a second offense. A third offense will result in an F for section.

Missed Exams and Late Papers

GSIs will not make arrangements for make-up exams or extensions for late papers except for those who can provide official documentation noting an emergency within 48 hours of the missed exam or assignment. Illnesses without documentation, commute troubles, printer malfunctions, and so forth are not considered emergencies. In keeping with UC policy, there will be NO make-up final exams scheduled to accommodate travel plans.

Academic Integrity

The student community at UC Berkeley has adopted the following Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” In this

spirit, we expect you to adhere to the highest standards of academic integrity. Anyone contemplating anything less should be forewarned: any plagiarizing on papers or cheating on exams will result in failure for the course and will be prosecuted to the fullest extent through the Center for Student Conduct as spelled out here: <http://campuslife.berkeley.edu/conduct/report>. The Center for Student Conduct offers the following definition of plagiarism, the first part of which is also included in the Berkeley Campus Code of Student Conduct. Plagiarism is defined “as use of intellectual material produced by another person without acknowledging its source, [including] for example: wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment [such as the use of quotation marks and proper citation in footnotes or endnotes]. Use of the views, opinions, or insights of another without acknowledgment [such as proper citation in footnotes and endnotes]. Paraphrasing of another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment [such as proper citation in footnotes and endnotes].”

For more information about plagiarism and how to avoid it, see:

http://students.berkeley.edu/files/osl/Student_Judicial_Affairs/Understanding%20Plagiarism.pdf

Students with Disabilities

If you think you will need additional accommodations, I encourage you to contact the Disabled Students’ Program in the César Chávez Student Center #4250 (phone: 510-642-0518; website: dsp.berkeley.edu). You will be responsible for making arrangements with this office for special accommodations for section meetings, assignments, or exams.

Accommodations Related to Religion or Extracurricular Activities

Requests to accommodate religious creed or University extracurricular activity must be submitted to your GSI by the second week of the semester. Please be aware that rescheduling exams or deadlines may necessitate an earlier exam date or an earlier paper deadline. Students with excused absences from sections are still expected to catch up on missed material

Grading

There will be in-class *midterm* and *final* exams, both composed entirely of short identify and essay questions. The midterm (October 11) will consider all the material covered prior to that date in class lectures, discussion sections, readings, films, and videos. The final exam (December XX, XX-XXam) will consider everything covered since the midterm.

In addition to the midterm and final exams, students will prepare three related projects to be submitted online at the bCourse website. Online submissions are automatically checked for plagiarism.

1. *An immigration interview, narrative, and kinship chart.* Each student will interview someone about that person's immigration history. It could be a student's family member, a roommate, friend, or acquaintance, but it cannot be another student in our class. The student will construct the interviewee's kinship chart, depicting a minimum of three and a maximum of five generations and will associate an immigration narrative (collected from the interviewee) with the relevant generations. The immigration narrative should be 4-5 pages in length. The GSIs will explain in section how this project is to be carried out. It will be due in lecture on October 2.
2. *A two-page reflection* on an experience they have personally had of liminality and communitas, as Victor Turner defines them in *The Ritual Process* due October 30
3. *Research project* related to immigration and family study. Students will prepare an 8-page paper analyzing the social and historical conditions that structure the particular immigration narrative they investigated. The GSI's will discuss this assignment in section. It will be due in lecture on November 20.

Grade calculation:

Midterm exam	20%
Final exam	20%
Immigration and family study	20%
Research project related to immigration study	20%
Discussion section participation	20%
-- attendance, discussion, 2-page reflection	

Required Readings

All required readings for the course are available as pdfs on the bCourse website.

Films

There are five films assigned in the course. About thirty minutes of each will be shown during class. Students will watch the rest on their own. Aspects of the films will be included on the midterm and the final.

Star Trek, Darmok episode (1991); *The Mission* (1986); *Witchcraft among the Azande* (1982); *Modern Times* (1936); *The Wire* (2002)

SCHEDULE OF CLASSES AND ASSIGNMENTS

PART I The Conquest of New Worlds

1.1 Introduction: E Pluribus Unum? (Aug 23, Th)

1.2 Conquest (Aug 28, T)

1. Tzvetan Todorov. 1987. *The Conquest of America*, 3-62. New York: Harper & Row.

2.1 Cultural Collisions (Aug 30, Th)

1. Tzvetan Todorov. 1987. *The Conquest of America*, 63-77, 84-87, 98-110, 133-145.

2.2 Problems of Difference (Sep 4, T)

1. Tzvetan Todorov. 1987. *The Conquest of America*, 146-182.

Film: In-class excerpt of *Star Trek*, “Darmok” (The Next Generation, Season 5, episode 2; 1991)

3.1 Equality : Identity :: Difference : Inequality (Sep 6, Th)

1. Tzvetan Todorov. 1987. *The Conquest of America*, 185-218, 245-256.

PART II Race and Nation-Building in the Americas

3.2 The Construction of Race & Social Identity in Latin America (Sep 11, T)

1. R. Douglas Cope. 1994. “Introduction” and “Race and Class in Colonial Mexico City, 1521-1660.” In *The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1600-1720*, 3-26. Madison: University of Wisconsin Press.
2. Solange Alberro. 1998. Beatriz de Padilla, mulatta mistress and mother. In *Spanish Colonial America: A Documentary History*, 178-184.

3. Peter Wade. 1993. Racial order and national identity. In *Blackness and Race Mixture - The Dynamics of Racial Identity in Colombia*, 3-28. Baltimore: Johns Hopkins University Press.

Immigration project guide distributed

4.1 Whitening the Population & Scientific Racism (Sep 13, Th)

1. Thomas E. Skidmore. 1990. Racial ideas and social policy in Brazil, 1870-1940. In *The Idea of Race in Latin America, 1870-1940*, 7-36. Edited by Richard Graham. Austin: University of Texas Press.

4.2 La Raza Cosmica and Indigenismo in Mexico (Sep 18, T)

1. Alan Knight. 1990. Racism, Revolution, and Indigenismo: Mexico, 1910-1940. In *The Idea of Race in Latin America, 1870-1940*, 71-113. Richard Graham, editor. Austin: University of Texas Press.

Film: In-class excerpt of *The Mission* (Roland Joffé, director; 1986)

Conduct interview for immigration study during this week.

5.1 Race & Nation-State: Comparative Foundations in France, USA, Brazil (Sep 20, Th)

1. James Holston. 2008. In/Divisible Nations. In *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*, 39-81. Princeton: Princeton University Press.

5.2 Race by Law: White, Red, and Black in the United States (Sep 25, T)

1. Ian Haney-Lopez. White lines (1-14); Racial restrictions in the law of citizenship (27-34); and Ozawa and Thind (56-76). In *White by Law: The Legal Construction of Race*. New York: New York University Press.

Voluntary feedback from GSIs on immigration study during this week.

PART III Emergent American Anthropology

6.1 Culture, Race, and Biology (Sep 27, Th)

1. Franz Boas. 1940 (1931). Race and progress. In *Race, Language, and Culture*, 3-17. Chicago: University of Chicago Press.
2. American Anthropology Association. 1998. Statement on race. *American Anthropologist* 100(3): 712-713

6.2 From the Native's Point of View (Oct 2, T)

1. Bronislaw Malinowski. 1922. Introduction: the subject, method, and scope of this inquiry. In *Argonauts of the Western Pacific*, 1-25. London: Routledge.
2. Bronislaw Malinowski. 1989. *A Diary in the Strict Sense of the Term*. Stanford: Stanford University Press. Excerpt: 108-115, 270-281.

Immigration and family study due in class, Oct 2.

7.1 Description and Critique (Oct 4, Th)

1. Clifford Geertz. 1973. Thick description: toward an interpretive theory of culture. In *The Interpretation of Cultures*, 3-30. New York: Basic Books.

7.2 IN-CLASS MIDTERM (Oct 9, T)

Material covered: 1.1 – 7.1.

PART IV Reason and Religion

8.1 Witchcraft and Ethnography (Oct 11, Th)

1. E.E. Evans-Pritchard. 1977. *Witchcraft, Oracles, and Magic*, ch 1-2. Oxford: Clarendon Press.

Film: In-class excerpt *Witchcraft among the Azande* (Andre Singe, director; 1982)

8.2 Logic in Witchcraft (Oct 16, T)

1. E.E. Evans-Pritchard. 1977. *Witchcraft, Oracles, and Magic*, ch 3-4. Oxford: Clarendon Press.

9.1 Ritual (Oct 18, Th)

1. Victor Turner. 1969. Liminality and communitas. In *The Ritual Process: Structure and Anti-Structure*, 94-130. Chicago: Aldine Publishing Company.

9.2 Millenarian Imagination and Statecraft (Oct 23, T)

1. James Holston. 1999. Alternative modernities: statecraft and religious imagination in the Valley of the Dawn.” *American Ethnologist* 26(3): 605-631.

PART V Political Anthropology

1. 1 Stateless societies and primitive states (Oct 25, Th)

2. E.E. Evans-Pritchard. 1940. The Nuer of the Southern Sudan. In *African Political Systems*, 272-296. Edited by M. Fortes and E.E. Evans-Pritchard. London: Oxford University Press.
3. M. Fortes and E.E. Evans-Pritchard. 1940. Introduction. In *African Political Systems*, 1-15.

Presentation: Anthropology Librarian Celia Emmelhainz about library resources

Two-page reflection on liminality and communitas due Oct 25.

10.2 “All That Is Solid Melts”: Capitalism and Modernity (Oct 30, T)

1. Karl Marx and Friedrich Engels. 1967 [1848]. *The Communist Manifesto*, Ch 1 (Bourgeois & Proletarians) and Ch 2 (Proletarians & Communists), 218-244. London: Penguin Classics.

Film: In-class excerpt from *Modern Times* (Charlie Chaplin, director, 1936)

Round-table discussion with GSIs

11.1 Production and Social Reproduction (Nov 1, Th)

1. Paul Willis, 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*, 1-51. New York: Columbia University Press.

11.2 Peripheral Urbanization and Insurgent Citizenship (Nov 6, T)

1. Teresa P. R. Caldeira. 2017. Peripheral urbanization: autoconstruction, transversal logics, and politics in cities of the global south. *Environment and Planning D: Society and Space* 35(1): 3-20.
2. James Holston. 2009. Insurgent citizenship in an era of global urban peripheries. *Cities and Society* 21(2): 253-277.

12.1 The Social Construction of Ethnicity and Identity in America (Nov 8, Th)

1. Karen Bodkin. 1998. How did Jews become white folks?. In *How Jews Became White Folks and What That Says about Race in America*, 25-52. Rutgers UP.
2. Ronald Takaki. 1993. Searching for gold mountain. In *A Different Mirror: A History of Multicultural America*, 191-221. Boston: Little, Brown and Company.

12.2 The Residential Segregation of African Americans (Nov 13, T)

1. Douglas S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*, 1-56. Cambridge: Harvard University Press.

13.1 Trapped by Segregation (Nov 15, Th)

1. Douglas S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*, 83-114, 130-147. Cambridge: Harvard University Press.
2. John Eligon and Robert Gebeloff. 2016. Affluent and black, and still trapped by segregation. New York Times, 20 Aug 2016: 1-12; <http://nyti.ms/2bvF9m5> (Links to an external site.)Links to an external site.

13.2 TBD (Nov 20, T)

Research paper due on Nov 20

Thanksgiving, Nov 22

14.1 American City Life, Race, and Surveillance (Nov 27, T)

1. Alice Goffman. 2014. *On the Run: Fugitive Life in an American City*, Introduction, Chapters 1-2 (1-53). Chicago: University of Chicago Press.

Film: In-class excerpt of *The Wire*, episode tbd (David Simon, director; 2002)

14.2 Conclusion (Nov 29, Th)

Week 15: Reading Week, Dec 3-7

IN-CLASS FINAL EXAM: December XX, XXam