

## ANTHRO 332 COMPARATIVE SOCIAL ORGANIZATION

Winter Semester 2004, TR 9:30-10:45 pm, Location: Swallow 106

Instructor: Dr. Reed Wadley Office: 210 Swallow Hall

Office hours: MW 11:00 am-1:00 pm or by appointment

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Course Description: In this course, we focus on the principles and concepts that have been fundamental to social-cultural anthropological research; namely, social, kinship, and gender structures and organizations. We also address the interrelationships of different ecological, economic, political, and demographic environments and their influences on social organization. These issues are drawn out using ethnographies representing different social, political, and kinship systems in differing ecological situations throughout the world.

Books: Kinship and Gender: An Introduction, 2<sup>nd</sup> Edition (Stone)

Yanomamo, 5<sup>th</sup> Edition (Chagnon)

The Trobrianders of Papua New Guinea (Weiner)

Life in Riverfront (Fujita & Sano)

### Course Requirements

A. “One-Minute“Essays”. For each assigned chapter in the readings, you will answer three questions: (1) What is one of the main points or themes in this reading? (2) What is the most significant thing I learned from this reading? and (3) What question does the reading leave me with? The first part should be between two and four sentences, and the second, a sentence or two. They may either be type- or hand-written (but legible). These will provide us with fodder for discussion.

B. Problem Sets. Throughout the course, I will give you a handful of very short problem sets, some of which are drawn from my own field data; these will include topics such as kin terminology, population structure, and dowry negotiations.

C. Examinations. There are two take-home exams consisting of two to three questions drawn from readings and lectures. They will be due in class on the following week. Additional information about length and format will be given out with the exam questions.

*Exam policy.* Early exams can be arranged if you have a legitimate reason for missing an exam AND if you schedule it with the instructor well in advance. Late exams will be given ONLY if you have a very good and verifiable reason for missing one (such as a sudden death in the family, jury duty, serious illness with a doctor’s letter, etc.). No exceptions will be made. Missed exams that are not excused will be treating as failing.

D. The Review Essay (*Undergraduate students only*). Select an ethnography (other than those assigned for class or covered in Stone’s book) and write a review essay about it. This is not to be

a simple summary of each chapter's contents, as you might find in any uninspired book review from a professional journal. It is instead an essay on the book's ideas and theory, data and content, using material and ideas from the assigned books. You may also draw on other relevant sources. (In a sense, the essay is a tightly focused research paper.)

In consultation with me, you will pick a book dealing with a society of particular interest to you. I will help you search for something, and I must approve the book. You should have something selected and approved by mid-February. Write and proofread your paper carefully – clear content and neat presentation are the mark of a mature scholar. I expect you to have an early draft for me to look over by April 13.

The essay will be 3500-4500 words in length (about 12-15 pages), double-spaced, and stapled in the upper left-hand corner. (Absolutely no fancy covers!) Use a professional journal (such as *Current Anthropology*) as a style guide for citations, and be consistent with whatever style you choose. **The review essay is due on May 6 by 4:30 pm.**

E. The Research Paper (*Graduate students only*). Your research paper will consider aspects of social organization in which you are interested and/or which connect with your own research interests. This may be an examination of a particular society over time or a cross-cultural comparison of particular practices. Discuss your intended paper topic with me sometime during the first few weeks.

Your paper should be 5000-6000 words in length (about 15-20 pages), double-spaced, stapled on the upper left-hand corner (no covers please), and prepared in a consistent style with embedded references and a bibliography at the end. Consult journals such as *Current Anthropology* and *American Anthropologist* for a clear style guide. You should have a good, solid introduction consisting of a statement of your topic or problem and a preview of how you intend to explore and/or resolve it. Write and proofread your paper carefully – clear content and neat presentation are the mark of a mature scholar. I expect you to have an early draft for me to look over by April 13. **The paper is due on May 6 by 4:30 pm.**

F. Even More Work (*Graduate students only*). For each week I have prepared a list of additional readings (mainly journal and book articles). You will each be responsible for reading one article, and writing a brief summary and critique of it (essentially a slightly extended version of the “one-minute essay”). In addition, we will schedule a regular time outside of class to meet for 30 minutes to one hour each week to go over the readings. (You should make enough copies of your review for your fellow grad students as well as myself.)

## Grades

Undergraduate students. The “one-minute essays,” problem sets, and class discussion will count toward 10% of your final grade; the take-home exams are 50% (i.e., 25% each), and the review essay, 40%.

Graduate students. The “one-minute essays,” problem sets, and class discussion will count toward 10% of your final grade; the take-home exams are 40% (i.e., 20% each); the research paper, 40%; and the additional reading etc., 10%.



Americans with Disabilities Act (ADA)

Students who have special conditions as addressed by the ADA and who need any test or course materials furnished in an alternative format should notify the instructor immediately. Reasonable efforts will be made to accommodate any such needs. Students who request formal accommodation must register with the Access Office, A048 Brady Commons (882-4696) or look at <http://ada.missouri.edu>.

Academic Honesty

You are expected to observe the University’s standards for academic behavior. Any student suspected of academic dishonesty, such as plagiarism on writing assignments or cheating on exams, will be reported to the Provost’s office. Refer to the *Collected Rules and Regulations*, Section 200.010, Standard of Conduct, and Section 200.020, Rules of Procedures in Student Conduct Matters for more specific details:

<http://www.system.missouri.edu/uminfo/rules/programs/200010.htm>

<http://www.system.missouri.edu/uminfo/rules/programs/200020.htm>

Verbal Proficiency

If you have a concern regarding the instructor’s verbal communication proficiency, please contact the Undergraduate Studies Director of the Anthropology Department (107 Swallow Hall).

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Reading & Assignment Schedule:

Jan	20	Introduction
	22	Stone (Ch. 1)
	27	Stone (Ch. 2)
	29	Stone (Ch. 3)
Feb	3	Stone (Ch. 4)
	5	Stone (Ch. 5)
	10	Stone (Ch. 6)
	12	Stone (Ch. 7)
	17	Stone (Ch. 8)
	19	Chagnon (Prologue & Ch. 1)
	24	Chagnon (Ch. 2)
Mar	26	Chagnon (Ch. 4)
	2	Chagnon (Ch. 5)
	4	Chagnon (Ch. 6)
	9	Chagnon (Ch. 7) // <u>1<sup>st</sup> take-home exam out</u>
	11	Weiner (Intro & Ch. 1)
	16	Weiner (Ch. 2 & 3)
	18	Weiner (Ch. 4) // <u>1<sup>st</sup> take-home exam due</u>
	23	<i>Spring Break</i>
	25	<i>Spring Break</i>
	30	Weiner (Ch. 5 & 6)
Apr	1	Weiner (Ch. 7)
	6	Weiner (Ch. 8)
	8	Weiner (Ch. 9 & 10)
	13	Fujita/Sano (Intro & Ch. 1-2) // <u>draft of paper</u>
	15	Fujita/Sano (Ch. 3)
	20	Fujita/Sano (Ch. 4)
	22	Fujita/Sano (Ch. 5)
	27	Fujita/Sano (Ch. 6)
May	29	Fujita/Sano (Ch. 7) // <u>2<sup>nd</sup> take-home exam out</u>
	4	Fujita/Sano (Ch. 8)
	6	Fujita/Sano (Ch. 9 & Epilogue) // <u>Review essay &amp; Research paper due, 4:30 pm</u>
	11	3:00 pm // <u>2<sup>nd</sup> take-home exam due</u>

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My Scale for Evaluating All Writing Assignments:

- A**
- Exceptional
  - Interesting or unusual; demonstrates sophistication of thought
  - Clear, complex, and well-developed main argument and supporting points
  - Clear, logical organization and structure
  - Critically examined sources
  - Free of grammatical and spelling errors

- B**
- Solid and fulfills the assignment
  - Clear argument but with minor lapses in development
  - Touches on argument's complexity; shows careful reading of sources
  - Logical progression of ideas, but not all evidence considered
  - A few grammatical problems but does not hamper reading

- C**
- Adequate but less effective in meeting the assignment
  - Central idea in general terms; basic comprehension of sources
  - Difficult to find logical structure
  - Over-reliance on generalizations or unrelated examples
  - Awkward or confusing sentences, difficult reading

- D**
- No clear argument or does not meet the assignment
  - Too vague or obvious argument; little complexity in ideas
  - Difficult-to-follow structure
  - Insufficient evidence

- F**
- Does not meet the assignment
  - No central argument
  - Does not use sources
  - Little apparent organization
  - No or irrelevant supporting evidence

(Adapted from Curzan and Damour [2000] First Day to Final Grade. Ann Arbor: University of Michigan Press.)