

**ANTHROPOLOGY 362.01**  
 Social and Cultural Change  
 Spring 2014  
 TR 10:50-12:05 ECTR 114

Dr. Hector Qirko  
 Office Hours: TR 9:00 am-10:30 am,  
 1:00-1:30 and 3:15-3:45 pm, and MWF by appt.

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**Course description:**

“Why do people’s cultural affiliations shape their behavior so dramatically in some contexts but not at all in others? Why are some individuals from a culture more adherent to its characteristic patterns than are others? Why do some cultural patterns persist unchanged across many generations, whereas others shift dramatically within a generation?” (Call for papers, Morris et al. 2012).

This upper level cultural anthropology course will explore these and other questions related to the dynamics of culture change. Its specific goals are to present fundamental theory and methodology related to the processes of micro- and macro- social and cultural change; to explore, via case studies from a wide range of cultural contexts, research in a number of specific areas of change; and to provide students with an opportunity to conduct research and discuss particular areas of interest pertaining to the topic. We will explore cultural innovation and transmission in different cultural contexts, as well as the biological foundations of cultural patterns and the role agency plays in their development. We will also look at social, political, and economic modernization and globalization and their impact on world systems and individual cultures. Finally, the course will explore planned or directed culture change and the role of anthropology in change initiatives designed to solve current problems.

**Readings:** All required readings will be available electronically at the course Oaks site. Please contact me or the Helpdesk ([Helpdesk@cofc.edu](mailto:Helpdesk@cofc.edu), 843 953-5457) with any questions regarding access. You are expected to read selections **prior** to class periods for which they are assigned (see course schedule below). Announcements regarding reading updates, revisions, and other relevant topics will be made in class and via email.

**Course structure:** Class periods will consist of lectures, discussion of topics and readings, and occasional films.

**Graded work:** Course grade will be based on two exams (I: 20%, II: 30%), two source summaries (each 10%), a research paper (25%), and class participation, which includes a brief presentation (10%).

**Grade scale:**

A 92-100%; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; F 59 or below.

**Course Requirements** (NOTE: Exam study guides and guidelines and samples for all other course assignments will be posted on the course Oaks page):

Exams: There will be two in-class, short essay exams designed to ensure course engagement and understanding of specific materials covered in readings, lectures, class discussion, and films (on 2/27 and 4/26). You will be expected to identify specific authors and researchers and relate them to their work as read, viewed, or discussed. Exams missed due to excused and documented absences can be made-up on

4/24 (Reading Day) at 10:00 a.m., location TBA. You must contact me prior to that date if you need to make up a test.

**Source summaries:** Each student will submit two 2-3 page summaries of published articles or book chapters relating to any aspect of culture change, along with a photocopy or pdf of the abstracted material (due 2/18 and 3/20). Summaries must include a brief reaction statement relating the selected publications to relevant course materials. Guidelines and related resources will be posted on Oaks and discussed in class. Summaries will be graded for content, organization, and presentation (including clarity of writing, grammar, and spelling). You may submit drafts for content and editorial feedback prior to due dates.

**Research paper:** Each student will conduct research on a particular area of interest for a 12-15 page research paper (due 4/17). Detailed discussion of potential topics and methods will take place in class, but all reports should contain the following sections:

- introduction of topic/hypothesis
- methodology
- presentation of data/results
- discussion
- conclusion
- references

For full credit, a research proposal must be submitted for approval (no later than 2/25), and should provide a brief description of the chosen topic. Additionally, an Evernote file containing (at least 8) reviewed sources must be submitted by 3/27 (see below for links related to Evernote). As with the source summaries, papers will be graded for content, organization, and presentation (including clarity of writing, grammar, and spelling). Citation and reference style should follow AAA guidelines (see [http://www.aaanet.org/pubs/style\\_guide.pdf](http://www.aaanet.org/pubs/style_guide.pdf)). You may submit drafts for content and editorial feedback prior to due dates.

**Class participation:** Class attendance, engagement, and participation are essential for success in this course, as much of the material on exams will stem directly from class work. The class participation grade (10% of course grade) will be based on your attendance and contributions to in-class discussion of course material (5%) and your research presentation at the end of the semester (on either 4/17-4/22, 5%). You are (obviously) expected to attend class, and are responsible for all information disseminated in the course, whether present or not. If you must miss a class, obtain notes from classmates and feel free to meet with me during office hours to discuss them.

For absences that require documentation (exam and assignment due dates, as well as extended absences related to health, personal or emergency situations), you must complete and turn in the appropriate forms to 67 George St. (more information and downloadable forms at <http://studenthealth.cofc.edu/absence-memo/index.php>).

**Honor code:** Violations of the honor code will be taken seriously. If you need reminding, you can find the complete code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>. As plagiarism is a common (and sometimes unintentional) infraction, I recommend that you watch the “You quote it, you note it” tutorial video developed by the College Library (<http://spinner.cofc.edu/~library/plagiarism/>) and/or read the material from the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/589/1/>).

**Additional resources:** Any problems with any aspect of the course, don't hesitate to meet with me. Evernote will be discussed in class, but the links below will also help you understand its research uses:

How to Write a Paper Using Evernote

<http://www.wanderingacademic.com/how-to-write-a-paper-using-evernote/>

How to use Evernote to Manage Research Articles

<http://www.youtube.com/watch?v=fyrE6SpTNSA>

Using Evernote for Research

<http://indianajen.com/2013/02/28/using-evernote-for-research/>

My Tribute to Evernote: A Student's Guide

<http://theflannelboard.blogspot.ca/2012/03/my-tribute-to-evernote-students-guide.html>

Also, there are many good online articles on critical skills helpful to navigating this course and others. For example:

Critical thinking

[http://www.criticalthinking.org/files/Concepts\\_Tools.pdf](http://www.criticalthinking.org/files/Concepts_Tools.pdf)

Active reading

<http://www.mycollegesuccessstory.com/academic-success-tools/active-reading.html>

<http://www.mycollegesuccessstory.com/academic-success-tools/advanced-reading.html>

Critical reading

[http://www.criticalreading.com/critical\\_reading.htm](http://www.criticalreading.com/critical_reading.htm)

Effective writing

<http://www.sdc.uwo.ca/writing/handouts/Summary%20Writing.pdf>

[http://www9.georgetown.edu/faculty/kingch/How\\_to\\_Write\\_a\\_Research\\_Paper.htm](http://www9.georgetown.edu/faculty/kingch/How_to_Write_a_Research_Paper.htm)

And don't forget that you can always make use of the walk-in labs and individualized tutoring for working on your study, writing, and presentation skills at the Center for Student Learning (Addlestone Library, first floor, <http://csl.cofc.edu/>).

**Special needs:** If you have a documented disability and have been approved to receive accommodations through SNAP Services (<http://disabilityservices.cofc.edu/>), please feel free to discuss related issues with me at any time during office hours or by appointment.

## COURSE SCHEDULE

*(Note: Subject to revision. Readings are noted by author names which correspond both to the readings list found below this outline and the reading pdfs stored on the course Oaks site.)*

1/9 introduction to course

1/14 culture and culture change models [Naylor, Bock]

**Mechanisms:**

1/16-21	innovation	[Barnett]
1/23-28	diffusion	[Sharp, White & Rackeby, Linton]
1/30-2/4	acculturation, forced change	[De Waal, Garcia, Berry 05]

**Reactions:**

2/6-11	syncretism and revitalization	[Sokolov, Burkhart, Worlsey]
2/18	persistence and rebellion	[Moone, Padden, Childs & Chelada]

**Theories:**

2/20	evolutionary (Spencerian, Lamarckian)	[Rambo, Carneiro, <b>source summary 1 due</b> ]
2/25	evolutionary (Darwinian, memetic)	[Alexander, Blackmore, <b>research proposal due</b> ]
2/27	<b>exam I</b>	
3/4-6	<b>spring break</b>	
3/11	progressive versus cyclical theories of culture change	[Weinstein]

**Forces:**

3/13-18	colonialism	[Keesing, Harris]
3/20-25	modernization and postmodernism	[Bodley, Ritzer, <b>source report 2 due 3/20</b> ]
3/27-4/1	globalization	[Featherstone, Janus, Berry 08 <b>Evernote sources file due 3/27</b> ]
4/3	economics and technology	[Underhill, Volti]
4/8	politics and development	[Rochon, Pelto]
4/10-15	directed change	[Holmberg, van Willigen]
4/17-22	<b>student presentations [papers due 4/17]</b>	
4/26	<b>exam II 8:00- 11:30am</b>	

### READINGS LIST

- |                                 |      |   |
|---------------------------------|------|---|
| Alexander, R.D.                 | 1979 | “Natural selection and culture”   |
| Barnett, H.G.                   | 1953 | “Introduction” to Innovation: The Basis of Cultural Change                |
| Berry, J. W.                    | 2005 | “Acculturation: Living successfully in two cultures”                      |
| Berry, J. W.                    | 2008 | “Globalisation and acculturation”   |
| Blackmore, S.                   | 1999 | The Meme Machine, chpts 1, 3  |
| Bock, P.K.                      | 1996 | “Culture change”  |
| Bodley, J.J.                    | 1982 | Victims of Progress, chpts 2, 8   |
| Burkhart, L.M.                  | 1997 | “The cult of the Virgin of Guadalupe in Mexico”                           |
| Carneiro, R.L.                  | 1996 | “Cultural evolution”  |
| Childs, C. & Chelada            | 1993 | “Drought, rebellion and social change in Northern Mali”                   |
| De Waal Malefijt, A.            | 1969 | “Religious change”  |
| Featherstone, M.                | 1995 | “Global and local cultures”   |
| Garcia, M.C.                    | 1996 | “Introduction of Havana USA”  |
| Harris, M.                      | 1977 | “Introduction” and “Epilogue” to Cannibals and Kings                      |
| Holmberg, A.R.                  | 1970 | “The research and development approach to the study of change”            |
| Janus, N.                       | 1983 | “Advertising and global culture”  |
| Keesing, R.M.                   | 1976 | “Colonialism, westernization, and processes of change”                    |
| Labov, W.                       | 2001 | “The Darwinian paradox”   |
| Linton, R.                      | 1937 | “One hundred percent American”  |
| Moone, J. R.                    | 1981 | “Persistence with change”   |
| Namenwirth, J.Z.<br>& R.P.Weber | 1987 | “The wheels of time and the interdependence of culture change in America” |
| Naylor, Larry L.                | 1996 | “Culture context”   |
| Padden, R. C.                   | 1957 | “Cultural change and military resistance in Araucanian Chile”             |
| Pelto, P.J.                     | 1973 | The Snowmobile Revolution, chpts 1, 9                                     |
| Rambo, A.T.                     | 1991 | “The study of cultural evolution”   |
| Ritzer, G.                      | 2001 | Fast Food, Credit Cards and Casinos, chpts 2, 4                           |
| Rochon, T.R.                    | 1998 | “Advancing our understanding of cultural change”                          |
| Sharp, L.                       | 1952 | “Steel axes for stone-age Australians”                                    |

Sokolov, R.	1991	“Introduction” to Why We Eat what We Eat
Underhill, P.	1999	“If you can read this you’re too young”
Volti, R.	1988	Society and Technological Change, chpts 3, 6, 11
Weinstein, Jay	2005	“Social and cultural evolution”
White, D.D. & F. Rackeby	1994	“A regional perspective on the transfer of Japanese management practices to the United States”
Worsley, P.M.	1959	“Cargo cults”
van Willigen, J.	1993	“Action anthropology”

**FILMS:**

*We will also view portions of some of the following in class – details and scheduling TBA.*

The Navigators: Pathfinders of the Pacific

Ape Genius

The Dominant Animal: Human Evolution and the Environment

Kayapo: Indians of the Rain Forest

We Still Live Here as Nutayunean