SOCA1020 - Introduction to Social and Cultural Anthropology

Course Co-ordinator: Dr Barry Morris
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Consultation hours: 9-11am Tuesday

Course Coordinator: Dr Barry Morris
Semester: Semester 2 - 2006
Unit Weighting: 10
Teaching Methods: Lecture/Tutorial

Course Overview

Brief Course Description
Students are introduced to Social and Cultural Anthropology. The course includes: the history of anthropology and of anthropological thought; the nature of anthropological fieldwork; some of the main areas of ethnographic specialisation within the School of Social Sciences (e.g. Melanesia, Aboriginal Australia, South Asia, Islamic societies, Southeast Asia); and examines how the study of other cultures and societies can help us deal with urgent problems confronting today’s world.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Learning Materials/Texts: Book of readings and other directed reading materials.

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 3rd July, 2006
Course Objectives
1. To provide an introduction to the discipline of social and cultural anthropology as a reflexive, critical mode of research into contemporary society.
2. To further develop students' understanding of the nature of social research.
3. To develop students' systematic, critical and sympathetic understanding of the nature of the contemporary world society, its pattern of inequality and its ongoing transformations.
4. To further enhance students' scholarly skills including capacity for effective research and critical appraisal of relevant literature, and skills in critique, logical debate, oral presentation and written communication.

Course Content
The course introduces the history of anthropology and of anthropological thought and, the nature of anthropological fieldwork. Specific topics vary from year to year, but may include:
1 The historical development of modern social and cultural anthropology.
2 Basic theoretical and analytic models applied in anthropology.
3 The relationship between society and environment.
4 The impact of global economic and cultural processes on societies around the world.
5 The variety and transformations of forms of social and political organisation, and cultural expression among non-western societies.
6 Anthropology of urban societies, the variety and form of ethnic and cultural expression in post-colonial and cosmopolitan settings in a rapidly changing world.
7 Questions of gender and sexuality in a cross-cultural context.
8 The relevance of the study of other cultures to urgent problems confronting today's world, such as the accelerating environmental crisis.

Assessment Items

| Essays / Written Assignments | Essay of 1,500 words (40%) due week 9. |
| Examination: Formal          | Two-hour multiple-choice examination (50%). |
| Group/tutorial participation and contribution | (10%). This mark will be based upon a systematic and ongoing evaluation of the student's contributions to tutorial discussion. It may also include the successful completion of tutorial exercises. |

Assumed Knowledge
SOCA1010, SOCA101OC or equivalent

Callaghan Campus Timetable

SOCA1020 INTRO. TO SOCIAL & CULTURAL ANTHROPOLOGY
Enquiries: School of Humanities and Social Science

Semester 2 - 2006
Lecture Wednesday 11:00 - 13:00 [CT202]
or Wednesday 18:00 - 20:00 [V101]
and Tutorial Wednesday 13:00 - 14:00 [GP1-30]
or Wednesday 13:00 - 14:00 [V104]
or Wednesday 14:00 - 15:00 [GP3-24]
or Wednesday 14:00 - 15:00 [GP3-16]
or Wednesday 17:00 - 18:00 [GP3-20]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
· copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are: For semester 2 courses: 31 August 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html
Contact Details
Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

Ourimbah Focus
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Web Address for Rules Governing Postgraduate Academic Awards
Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
• http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.
Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet:** All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html

- **Assignments are to be deposited at any Student Focus. Focus are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
  Any changes to this procedure will be announced during the semester.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Essay of 1,500 words (40%) due week 9.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

As Turnitin is now part of Blackboard, and School policy is that Turnitin be used, all courses will require a Blackboard website.
Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard system for documenting sources. This involves noting author, date and page number/s for in-text citations that refer readers to a list of references.

An in-text citation names the author of the source, gives the date of publication and specifies the page number. Direct quotes are to be indented and also must include author, date and page number.

At the end of the paper, a list of references provides publication information about the sources; the list is alphabetised by authors’ last names (or by titles for works without authors).
• Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
• http://www.newcastle.edu.au/currentstudents/index.html
### Grading guide

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<th>Percentage Range</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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### Essay Questions

An essay of 1500 words is to be submitted by Friday 15th September 2005.

You must keep a copy of your essay.

If you use a word processor, always keep **at least one** backup copy of your work on floppy disk, and update it as you work on the essay. Photocopy hand-written essays. The department will take no responsibility for an essay that goes astray.

The essay is to be referenced in accordance with the Harvard system. (Consult your tutor if you are unfamiliar with this system and refer to the WRITING YOUR ESSAY guide that you were given in Semester I for SOCA101. If you do not already have a copy of the WRITING YOUR ESSAY guide please obtain one from the School of Social Sciences Office.) The essay is worth 40% of your assessment.

Choose one of the following four topics: N.B. The list of references is merely an initial guide. You do not necessarily need to read all of the references listed, and you are encouraged to find your own references in addition.
Topic 1 (Dr Andrew Lattas)

You can use material from either Europe or Africa to answer this question. What are the social causes and the social effects of witchcraft? Explore the cultural ideas that create witches and witchcraft.

Europe

Cohn, N. 1976, *Europe's Inner Demons*, Paladin, St Albans


Africa


**Topic 2 (Dr Andrew Lattas)**

Using ethnography from Papua New Guinea, explore the cultural ideas of embodiment through which gender identities and gender relationships are socially constructed.


**Topic 3 (Dr Andrew Lattas)**

Discuss how Australian Aboriginal ideas of the body are used to connect individuals to the landscape and to the past. How do these ideas also create social relationships?


**Topic 4 (Dr Andrew Lattas)**

Explore how contemporary western ideas of embodiment create gender identities and gender relationships. Using Anorexia, explore how the body can become a domain for working through cultural and social relationships.


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**Topic 5 (Dr Barry Morris)**

Klinenberg argues that the death toll from the Chicago heatwave cannot be understood by analysing the behaviour of individuals. Using Klinenberg and drawing on the Durkheim’s study, *Suicide*, explain why this is the case.


Lukes, S. Emile Durkheim: his life and works. Ch.9 Suicide, Harmondsworth: Penguin
End of Semester Exam

50% of your assessment.

Time and place to be advised

The exam will consist of a set of multiple choice questions designed to test knowledge of the lecture materials and tutorial readings. The exam will cover material presented in all lectures and tutorial readings.

Non-Discriminatory Language

Students are required to use non-discriminatory language. This includes avoiding the use of "he" to refer to men and women. Two easy ways of doing this are to use the plural (ie. they) or "s/he" (the short form for "he or she"). The terms "Aboriginal" and "Aborigines" are spelt with a capital A, just like "English," "French" or "Spanish".

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<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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<td>Essay due Friday, 15th September</td>
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Mid-Semester Recess: Monday 2 October – Friday 14 October

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<th>Week</th>
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Examination period: Monday 6 November – Friday 24 November
Lecture and Tutorial Programme

Part 1: Witchcraft, Embodiment and Culture

LECTURER: Dr Andrew Lattas

Week 1: Witchcraft and Structural Functionalism

Lecture

When we look at other cultures we often see them as exotic. We wonder how people could believe what they do and how they could organise their practices and sociality around seemingly bizarre beliefs. Witchcraft is one such mysterious phenomenon which anthropologists have sought to make sense of. Why do people believe in witches? How does witchcraft function as an explanation of evil? How does witchcraft come to mediate the conflicts in social relationships? This lecture will explore these kinds of questions using Evans-Pritchard’s classic ethnography on the Azande.

Lecture References


No Tutorial: Tutorials begin in week 2.

Tutorial Readings

The following two readings are meant to introduce students to issues of cultural relativity. They are meant as light reading for getting students to think about how we think about others and how we think about ourselves. No tutorials are arranged for these readings, however, students are encouraged to read them.


Week 2: Interpretive Approaches to Witchcraft in Europe

Lecture

This lecture will look at witchcraft accusations in Europe during the sixteenth and seventeenth centuries. It will analyse how witchcraft fitted into a Christian cosmology that was obsessed with the rival power of Satan and with woman’s role in the Fall. The lecture will explore how witchcraft accusations articulated certain cultural constructions of women and certain tensions in the changing social structure of European society.
Lecture References

Video: Witchcraft Among the Azande. (Disappearing World Series, No. 29)

Tutorial Readings
This week's tutorial will be introductory. No formal tutorial discussion has been arranged for these readings, however, students are encouraged to read them.


Week 3: Food and Diet in Melanesia

Lecture
In every society, food always does more than simply serve biological needs. In Melanesia, diet and food play a major role in the construction of social identities and social relationships. This lecture will focus on the role of food in the production of the social bodies through which people relate to each other. An important part of this process is the way food mediates and constructs gender identities and gender relationships.

Lecture References

Video: The Burning times (National Film Board of Canada)

Tutorial Readings

During your reading, consider the following questions:

1. Is witchcraft real and if so what kind of reality does witchcraft have?
2. What function does the witch play in the creation of social order?
3. Will witchcraft accusations disappear with the growth of more 'enlightened' thinking?
Week 4: Sexuality and Gender Relations in Melanesia

Lecture

How natural is the body? In what way is the body in Melanesia created out of imaginary bodily schemes? How do these different bodily schemes influence the cultural practices of men and women? How do these different bodily schemes mediate the power relationships between men and women and also between boys and men?

Lecture Reference


Video: Baruya. (Lindfield, N.S.W.: Film Australia)

Tutorial Readings


During your reading, consider the following questions:

1. In what ways do food taboos transmit cultural values?
2. To what extent is gender conflict expressed through codes of hygiene and health?
3. How does male masculinity in Melanesia experience itself as precarious and how does it seek to reconstitute its integrity?
4. Discuss how the body is encoded with symbolism and power in our own culture.

Week 5: Aboriginal Culture and Embodiment

Lecture

This lecture finishes the theme of the last lecture by exploring the relationship between procreative images in male initiation rituals and women’s power to give birth. It then moves on to explore traditional Aboriginal relationships to the land. It explores how identity and social relationships are formed out of relationships to landscape. The mythological and procreative beliefs of Aborigines establish a cosmological relationship to the land that blurs the boundaries of identity and embodiment.

Lecture Reference


Tutorial Reading


During your reading, consider the following questions:

1. Is homosexuality universal?
2. Is homosexuality the same phenomenon from culture to culture?
3. How does homosexuality and masculinity become mediated and constituted through ideas about the body?
4. How do rituals encode social divisions and conflicts?

Week 6: Cultural Constructions of Food and Sexuality in the West

Lecture

A number of feminists criticise the imaginary bodily schemes which western women are being forced to internalise in order to appear as worthwhile and culturally valued members of society. They blame the mass media and the consumer culture it serves, for producing bodily schemes which: (1) do not match mature women's bodies; and (2) are increasingly difficult to achieve. Is the Anorexic a victim of this consumer culture or is she resisting this consumer culture and other socially authorised ways of being feminine?

Wolf sees the beauty myth as a new way of problematising women's identity in a period where they have increasingly acquired formal legal equality with men. She believes that male power has moved from the formal public sphere into the private sphere of controlling and problematising the way women relate back to themselves.

Lecture References

Bordo, S., 1988, 'Anorexia nervosa: Psychopathology as the crystallization of culture', in Diamond, I. and Quinby, L. (eds)*Feminism and Foucault*, Northeastern University Press, Boston, pp.87-117.


Video: Portraits of anorexia (A Fat Chance Films Production)

Tutorial Readings


During your reading, consider the following questions:
1. Was there an original time when women ruled?
2. Why do men need the myth of women’s original dominance?
3. How do various aspects of the landscape to objectify identity, morality and social relationships?”?
4. Explore how procreation re-enacts mythology, how mythology is lived in forms of identification that blur the boundaries of subject and object.

Part 2: Society, Subcultures and Politics

LECTURER: Dr Barry Morris

Week 7: What is the ‘social’ in society?

Lecture: What is the ‘social’ in the social sciences?

Social Scientists have considered society and social relations as of keys to understanding the human condition. In this they also deny the importance of evolutionary adaptation, physical and individual psychological factors. For social scientists, it has been argued, the human mind is a tabula rasa, a blank slate, whose content is supplied by the social environment. In other words, society is seen as exercising over individual action a form of external constraint. By society we mean the social environment where constraint in the form of laws and customs come into play. In this lecture I will initially look at the work of Emile Durkheim and his book, The Rules of the Sociological Method, before turning to the work of Eric Klinenberg and his social autopsy of the heat wave disaster of Chicago (1995).

Lecture References


Tutorial Readings

Bordo, S., 1988, ‘Anorexia nervosa: Psychopathology as the crystallization of culture’, in Diamond, I. and Quinby, L. (eds) Feminism and Foucault, Northeastern University Press, Boston, pp.87-117

Week 8: Culture and the Sony Walkman

Lecture

Whereas the ‘social’ dominated debates amongst social scientists for most of the 20th century, in recent years, ‘culture’ has become a central concern across a range of disciplines. Why has there been such a ‘cultural turn’? In this lecture, I will introduce some of the important ways the concepts and ideas about ‘culture’ have been understood in social anthropology and more broadly. Looking at the study of the Sony Walkman will enable us to consider the ways that cultural practices and institutions impact upon our lives.

Lecture Reference


Tutorial Readings


Klinenberg, Eric, 2002 ch. 2 Race, Place and Vulnerability, in Heat Wave: the social autopsy of disaster in Chicago, Chicago: University of Chicago Press

Tutorial Question

Discuss Durkheim’s claim that ‘society’ exerts external constraint over individual behaviours to the extent that the individual is dependent for its categories of thought on its social environment.

Video: The Sony Walkman

Week 9: Sub-cultural Styles

‘Society’ is often used to make sense of human populations and is often connected to the boundaries of the nation state. To be a member of a ‘society’ offers only an indirect sense of identification. By contrast, the members of ‘subcultures’ know each other in more direct and immediate ways. Studies of sub-cultures attempt to map their social worlds and the way they distinguish themselves from other members of society. Studying sub-cultures provides one of the means of exploring the internal borders that are constructed within society.

Lecture: Cultural Identity and the Rastafari

This lecture will consider Rastafarian movement in Jamaica and the global expansion of Reggae music. Although the Rastas origins are in a rural context, it is with the urban Rastas in post-colonial Jamaica that we will be concerned. The lecture will look at the post-colonial and anti-statist aspect of the Rastafari and the way reggae music became a global symbol of opposition to the racial politics of colonialism.

Lecture References


Lecture: Revolting Style: the meaning of Punk

Dick Hebdige (1979, 1988) published two influential studies on the sub-cultural style. For Hebdige, the sub-cultural style that was manifested through dress, performance, speech and sound gave social groups powerful means of validation and recognition. Style, for Hebdige, was never politically neutral, but a means by which otherwise marginalised or alienated groups could make themselves socially visible. His early work considers the emergence of Punk as a social and cultural phenomenon, while his later work considers the transformation of Punk into a commodity.

Lecture References

Hebdige, D. 1988 *Hiding in the Light*, London: Routledge, Ch 1 Hiding in the Light: Youth Surveillance and Display
Hebdige, D. 1981 *Subculture: the meaning of style*, London: Methuen, Ch.7 Style as Intentional Communication
Chalmers, I. 1986 *Popular Culture*, London: Methuen, Ch.9 Sounds of Youth

Tutorial Readings

Bennett, A. 2001 ch. 5 Reggae and Rasta Culture, in *Cultures of popular Music*, London: Open University Press
Lipsitz, George, ch.5 London Calling: pop reggae and the Atlantic World, in *Dangerous Crossings*, London: Verso

Tutorial Question

Discuss the way rasta style and reggae music became the basis for the expression of a Caribbean identity

Video: The Filth and the Fury (R rated) (DVD)
Week 11: Sub-cultural styles

Globalisation is such an over used word these days that it is difficult to set out an indisputable definition. For those who celebrate globalisation, it is a world of interconnectedness and communication where people can choose to participate in global markets and cultures. Information technologies have made communication with people anywhere in the world possible. The local and the global are now intensely connected. In the following lectures we will look at expressions of the local and the global.

Lecture: Graffiti writers

Lecture References

MacDonald, Nancy 2001 The Graffiti Sub-culture, Basingstoke: Palgrave Macmillan
Devon Brewer & Marc Miller, Bombing and Burning: the social organisation and values of Hip Hop Graffiti Writers and the implications for policy, Deviant Behaviour, vol. 11, pp.345-69

Tutorial Readings

Hebdige, D. 1988 Hiding in the Light, Ch 1 Hiding in the Light: Youth Surveillance and Display, London: Routledge
Hebdige, D. 1981 Subculture: the meaning of style, London: Metheun, Ch.7 Style as Intentional Communication

Tutorial Question

Does the cultural politics of Punk reveal an attempt to seek identity in the 'anonymous flux of consumerism' or is it essentially anti-commercial.

Video: Style Wars (DVD)

Week 12: The Local and the Global

Lecture: The Kayapo of Brazil

The Kayapo have appropriated contemporary western media technology for the purpose of mediating culture between social groups or societies of different cultures. They have done this by obtaining their own funding and videos equipment and by training their own film and video crews. They have taken this western cultural media to form part of social project of communication of cultural knowledge for their own political and social ends. In the process they have become one of the most high profile and most successful indigenous groups in defending their lands in the Brazilian rain forest.

Lecture References

Conklin, B. and Graham, L. 1995 The shifting middle ground: Amazonian Indians and Eco-politics, American Anthropologist, 97 (4)
Tutorial Readings

MacDonald, Nancy 2001 ch. 5 Going Underground: a journey into the Graffiti Sub-culture, in The Graffiti Sub-culture, Basingstoke: Palgrave Macmillan

Devon Brewer & Marc Miller, Bombing and Burning: the social organisation and values of Hip Hop Graffiti Writers and the implications for policy, Deviant Behaviour, vol. 11, pp.345-69

Tutorial Question

Can graffiti be seen only as an anti-social act or is it a more complex social phenomenon?

Video: The Kayapo: Out of the Forest, Michael Beckham

Week 13: Painting Culture

Lecture: Making Indigenous High Art

Lecture References


Myers, F. 1990 Representing Culture: the Production of Discourse(s) for Aboriginal Acrylic Painting, in Cultural Anthropology.

Tutorial Question

Consider the ways that the Kayapo used the new media technologies in their struggles for indigenous rights?

Tutorial Readings


Conklin, B. and Graham, L. 1995 The shifting middle ground: Amazonian Indians and Eco-politics, American Anthropologist, 97 (4)

Video: Dreamings

Week 14: Revision and Review