



*DEPARTMENT OF ANTHROPOLOGY  
ANTH 225-010  
PEASANT SOCIETIES  
FALL 2007*

**Instructor: Dr. Donna M. Budani**

**Class Meeting: MWF 11:15am-12:05pm**

**Class Room: Gore Hall 115**

**Office: 138 Munroe Hall**

**Office Hours: MWF MW 12:30pm- 1:30pm; MW3:30pm-4:30pm; If necessary,  
by appointment on Thursday**

**Voice Mail: 831-1859**

**Email: [Budani@udel.edu](mailto:Budani@udel.edu)**

**It is best to contact me via email. I will respond in a timely fashion**

## Course Description

This course takes an anthropological and historical approach to the study of peasants and peasant societies. The anthropological approach is best defined as how the peasants make sense of their living and the meaning they give to their everyday experience. In this course, I will stress how the peasant economics (ways of making a living) shapes social relations and social institutions, for example, religion, marriage, and kinship. We will take an historical approach for the study of a Chinese village and peasant life through time and how the village was affected by major political, cultural and economic programs. We will study a typical peasant village in India, which today is still found in rural India, despite India's high economic growth and urbanization. We will explore the underlying causes of the recent Mayan peasant Zapatista rebellion in Chiapas, Mexico. We examine the transition from peasant to industrial worker in northern Italy and the remnants of peasant culture in modern day Provence, France. In addition, we will read about the greatest agrarian catastrophe which radically re-shaped a nation and a people, the Irish Famine. And we will learn about the daily family life of medieval peasants in England, peasants, who are generally "voiceless" in typical historical accounts. Finally, we will examine a traditional village in Turkey whose social, economic and political life is shaped by Islam. I think that the course readings and films, because they are so diverse and comprehensive, will provide interesting information, enlighten our understanding and help to develop important insights about peasants and peasant societies.

## Course Readings:

1. **Chen Village: under Mao and Deng.** *Anita Chen, Richard Madsen and Jonathan Unger, authors*
2. **Gopalpur: A South Indian Village** *Alan Beals, author*
3. **A Year in Provence.** *Peter Mayle, author*
4. **The Ties That Bound: Peasant Families in Medieval England.** *Barbara Hanawalt, author*
5. **The Great Hunger: Ireland 1845-1849.** *Cecil Woodham-Smith, author*
6. **Basta! Land and The Zapatista Rebellion in Chiapas.** *George Collier and Elizabeth L. Quatiello, authors*
7. **\*A Turkish Village.** *Paul Stirling, author*

## Available on Internet For Free

**\*A Turkish Village:** To gain access to this ethnography (an account of an anthropologist's fieldwork and research) simply place in Google Search engine "A Turkish Village". Next select the first entry entitled "Turkish Village Contents". This will bring you to a page that contains the table of context. Simply

click on the chapter numbers and begin reading. No all chapters in Stirling's *Turkish Village* will be assigned.

### Grading Written Assignments

I have a rather unusual approach to grading written assignments. Written assignments include presentations, class discussion questions and three essay answer exams. Either you do REALLY GOOD WORK THE FIRST TIME and receive full credit or else you take a zero and do the work again. There are two chances for a re-write. Re-write written assignments are not eligible for full credit but can receive an A- and beyond or their numerical equivalent. I would like to point out that you do not get paid for 65% for a 65% effort at work, you just get fired. There are plenty of people waiting in line for your job! – so it is best to get use to doing your best all the time. A zero means that the task is a redo and a check means your work is very good.

### Class Reading Load

I am aware that you have other courses each with their own reading assignment. Moreover, I recognize that an assignment of seven books makes completing assignments difficult. Some might even say that the reading assignments are excessive. On the other hand because, this is a 200 level course, it doesn't mean that the course should not be a challenge. Aware of how intimidating the reading could be, I took the time and made the effort to select books which are a "good read". Some books have contents that move faster than others but even those books, more scholarly in nature, are not dense and difficult reading. And in some cases, the entire book is not assigned for reading.

It is my experience that students find readings boring because they are passive rather than active reading. Learn to be an active reader. If you find the reading load too much, then I suggest you drop the class. There are many good hints and suggestions available on the Web about being an active reader. I have prepared a guide to becoming an active reader – a reader with a purpose based on a resource available on the Web. The guide is customized for this particular course. I urge you to read the handout and adopt the many suggestions contained within. By all means, annotate your text. **If you are having difficulty with the reading, or keeping up with the reading schedule or have fallen way behind in your read, I urge you to let me know as soon as possible.**

### Bored With Reading?

It is my experience that students become bored with reading because they are passive readers rather than active readers. Teach yourself to be an active reader. Use your handout to foster active reading skills. Another reason one is bored with reading is that one may know nothing about the subject and is thus overwhelmed. I suggest that you do a Google search on the book's subject. For example, do a search on Peasants in general, medieval peasants, the Zapatista

Rebellion and so on. Doing some prior pre-reading will give you an idea about the sorts of topics you will be reading about and the kinds of information you will read about. A good question to ask yourself as you read is what's the point of what I just read? What's important about what I just read? What questions would I like to ask the author? These are but a few suggestions about becoming a better reader. *If you are having difficulty with the reading, or not keeping up reasonably well with the reading schedule or have fallen way behind in your read, I urge you to let me know as soon as possible.*

## Course Policies

### Attendance

Regular attendance is required for this course. Attendance will be taken at the beginning of each class. If, for reasons of ill-health, family obligations, university business and any other circumstance I think relevant, you may miss class provide that you contact me prior to the class session. Documentation must be provided which supports your reason for missing class. Any absence that does not have my permission is considered an unexcused absence. All unexcused absences will result in lowering your final grade by a half grade. For example, a "B+" will become a "B" and an "B-" will become a "C+" It is your responsibility to make sure you sign your name on the attendance sheet.

### Cell Phones

Students are responsible to shut off their cell phones during lecture. Ringing cell phones interrupt class and pose many distractions for professor and students alike.

### Arrival Time

If you know you will be late to class on a fairly regular basis, please notify me at the beginning of the course. If you do arrive late due to the schedule of a previous class or for some particular reason, you must notify me that you will arrive late. If you arrive late to class, please enter class with as little disruption as possible. Take a seat nearest the door and take care that the door does not slam. Chronic unexcused lateness will result in a drop of one half grades for your final grade in this course.

### Late Written Assignments/ Take Home Essay Exams

It is my policy not to accept late written assignments. All written assignments are due in class on the date noted on your course schedule. Late essays will be accepted only if students have my permission to hand in their papers late. If students do not have my permission to hand in a paper late, I will not accept the paper.

### Leaving Class

There maybe times when it will be necessary for you to leave class early. If this is the case, you must tell me before class begins that you will need to leave class early. You must have an acceptable reason for leaving early. Missing class or leaving class early for a job interview is not an acceptable reason. I ask that you sit in the back of the classroom and near the door. Please leave as quietly as possible. On the other hand, there may be times when you decide that you want to leave class early (your bored, or worried about the exam next period and so on). In this case, it is rude to leave while I am lecturing and even worse to leave if my back is towards the class and if a classmate is giving a presentation. Those who do leave class when my back is turn are ill-mannered.

**I expect that if you have come to class you have made a commitment to stay for the class period. If you cannot make that commitment, please do not come to class.** Of course if one must leave class because one is ill or needs to use the wash room, please do so quietly, do not slam doors and return to your seat as soon as possible. If you are ill, go and take care of yourself.

### Adult Behavior during Class

I assume that we are all adults and can behave as adults. I expect proper attention is given to the presentation so that students can respond to the presenter by answering or asking questions. The classroom is not a social arena. What you may think is a whisper, I hear as loud talking and I find that very distracting. Once class begins all social chatting should stop and attention given to the conversation between a student and myself.

### Experience in the Course

I enjoy teaching anthropology and I take my teaching very seriously. You will have the opportunity at the end of class to evaluate the course. *However, if, during the term, there is something that does not suit you, please feel free to come to my office or communicate with me via email and we can work together to improve your experience of the class.* Do not feel shy or awkward about doing this for I welcome the opportunity to do what needs doing to make the class even better.. I can always improve my presentation. I welcome feedback about your experience with the course during the term. Your comments will help make the learning experience better for all concerned.

# COURSE REQUIREMENTS

## Class Format and Participation

1. This course follows a discussion lecture format. The departure point for discussion will be the presentations scheduled for the day followed by discussion about the presentation and then a lecture about the day's reading. Please note that course content will not be "downloaded" from instructor to students. Instead, I hope to establish an environment of collaborative learning. Students must come to class prepared to discuss the chapters assigned for the day and be prepared to make comments on the reading. I will call upon students on a random basis so that students can speak about their reaction of the reading and to provide an opportunity to ask questions about the assigned reading. *Class participation grade will take into account frequency of class participation and knowledge of assigned readings Participation grade will also take into account the frequency in which you respond to presentations and make comments or raise questions and issues.*
2. Students are required to make two presentations during the semester. *Presentations are not summaries of the chapter* . It is important that you follow the guidelines listed below for presentations. Any student presenting a summary will receive a failing grade for his or her presentation. Presentations should be approximately 15 minutes. Presentations should be typed either in essay form or as an outline ( do not give me hand written presentations) and hand in your typed presentation to me at the end of class. I will then grade your presentation. As a presenter, you may select two or three of the following to organize your presentation. Presentations are worth 30 points each

### **Guidelines For Presentations**

State the importance or significance of the assigned reading i.e., "I think this chapter is important because...."

- Identify three aspects of the reading you found most interesting and why; aspects you found troubling and why; aspects that challenged your strongly held beliefs and/or values
- Identify information that changed your perspective or point of view and say why
- Identify information that provided you with new insights and helped you understand culture and peasant societies better.
- Identify information that you found troublesome and state why it is troublesome to you
- Say something about the of social structure (relationships between individuals and groups of individuals) kinship, religion, division of labor, gender and sexuality as these things relate to the peasant society under consideration.
- Say something about what factors you think make the peasant society under study unique.
- Say something about what you found surprising and/or hard to believe
- Identify some aspects of peasant society that is hard for you to accept or difficult to understand.
- Identify some aspects of information that seem contrary to your point of view.

***Students must end their presentation by asking the class a question about the content material of the chapter(s) covered in the readings, or a specific question about the content of material presented or raising an issue(s) about the reading for the class. Also consider, asking about the most important information discussed in the chapter and about the important material necessary to understanding the experience of peasants.***

### 3. Class Discussion Question

**Students are required to bring to each class a question based on the reading assignment.** If you are scheduled to present, you need not bring in a question. Keep in mind that your question will be used as a departure point for discussion and thus should be written to stimulate class discussion. Be sure to put your name on your question, the assigned reading and page reference if relevant. ***All questions must be written before class.*** I prefer that Questions not be handwritten or written on slips of paper or a half of a page.

Questions can be about anything that comes to mind when you do the reading assignment. Questions can request clarification or explanation of an issue discussed in the chapter. Also, questions can be about an observation you made while reading and questions can be about something that you are unfamiliar with. Questions can take a position on something that you want the class to discuss. Questions can be about something you did not understand about the reading, something that seems not to make sense to you. Questions may be about terms and concepts that you thought/assumed you understood but find you don't really understand them. Questions can be about assumptions you make and find that these assumptions are challenged in the readings. Questions can address any one of the several items of interest listed above. Whatever your question is about be sure to write it in a way that will stimulate class discussion. **Questions are turned in for my review after every class unless otherwise directed. Discussion Question is worth a total of 60 points.**

### Class Discussion

**It is not possible for a student to earn an "A" or "A-" in the course unless students participate in class discussion.** There are many ways to participate in class discussion. One way is to answer the questions asked by a presenter or to ask a question of a presenter. Another is to offer your own reactions to the reading, especially as it concerns what you think are the three most salient points, something learned and assumptions that the reading challenged. Asking questions is very important. I, for one, believe that questions are more important than answers. Participating in class in whatever way that is comfortable for you is very important to the successful implementation of the course design. **Class Discussion is worth 60 points towards your final grade.**

## Student Performance Evaluation

1. Three take home essay exams are required. Take home exams will consist of more than one questions so you can self select the question you can write the best answer. Complete instructions will be given when the take home exam is distributed. Each take home exam is worth 100 points for a total of 300 points.
2. Although there is not a final examination for this course, there is a short country paper which requires that you do some Internet research on a country of your choice. Detailed instructions will be distributed in class within the first three weeks of class. This paper is worth 100 points.
3. Student presentations are worth 30 points per presentation. See guidelines for presentations to determine the criteria for grading presentations.
4. Student participation during class for example, asking questions of presenter, making comments about presentations and lectures. Student participation is worth a total of 60 points.
5. Class discussion questions worth a total of 60 points
6. **Total Points Available in course is 580. 93+ of 580=A; 88% of 580=A-; 86% of 580=B+; 83% of 580=B; 80% of 580=B-; 78% of 580=C+; 74% of 580=C; 70%of 580=C-; 68% of 580=D+; 64% of 580=D; 60% of 580=D-; 59% or below of 580 earns an "F" as a final grade.**

**ANTHROPOLOGY 225-O1O/080 HONORS  
FALL SEMESER 2007  
\*COURSE SCHEDULE**

- This schedule is not written in stone. Changes may be made to the course schedule. Think of this schedule as our optimum goal for the course. Changes will be made in class. Be sure to keep up with schedule changes.

**Wednesday, August 29**

*Review of Syllabus*

**Lecture: Why Study Peasants and Peasant Society? What are key characteristics of Peasant Societies?**

*Begin Reading The Ties That Bound*

**Friday, August 31**

**Lecture: Peasant Moral Economy**

**Wednesday, September 5**

**Lecture: Peasant Welfare in England 1290 - 1348**

**Friday, September 7**

**Reading: The Ties That Bound**

**Discussion: The Material Environment**

*Presentation 1: Field and Village Plans*

*Presentation 2: Toft and Croft*  
*Presentation 3 Standards of Living*

**Monday, September 10**

**Reading: The Ties That Bound**

**Discussion: Blood Ties and Family Wealth**

*Presentation 4: Inheritance*

*Presentation 5: Kinship Bonds*

*Presentation 6: Household Size and Structure*

**Wednesday, September 12**

**Reading: The Ties That Bound**

**Discussion: Household Economy**

*Presentation 7: The Family as an Economic Unit*

*Presentation 8: The Husbandman's Year and Economic Ventures*

*Presentation 9: Women's Contribution to the Home Economy*

**Friday, September 14**

**Reading: The Ties That Bound**

**Discussion: Household Economy**

*Presentation 10: Children and Servants at Home and in the Fields*

**Discussion: Stages of Life**

*Presentation 11: Childhood*

*Presentation 12: Growing Up and Getting Married*

*Begin Reading A Turkish Village*

**Monday, September 17**

**Reading: The Ties That Bound**

**Discussion: Stages of Life**

*Presentation 13: The Partnership Marriage*

*Presentation 14: Old Age and Death*

**Wednesday, September 19**

**Reading: Turkish Village**

**Class Discussion: Chapter 1**

*Presentation 15: Chapter 2 Kayserai and the Two Villages*

*Presentation 14: Chapter 3 Village and Households*

**Friday, September 21**

**Reading: Turkish Village**

*Begin Reading: Gopalpur: A South Indian Village*

**Discussion:**

*Presentation 15: Chapter 4 Village Economy*

*Presentation 16: Chapter 5 Household Economy*

**Monday, September 24**

**Reading: Turkish Village**

**Discussion:**

*Presentation 17: Chapter 6 Household and Family Structure*

*Presentation 18: Chapter 8 Kinship*

**Wednesday, September 26**

**Film: North India Village VHS 4095**

**Discussion of Film**

**Friday, September 28**

**Reading: Gopalpur: A South Indian Village**

**Discussion**

*Presentation 17: Chapter 1*

*Presentation 18: Chapter 2*

**Monday, October 1**

*Begin Reading The Great Hunger*

**Reading: Gopalpur: A South Indian Village**

**Discussion**

*Presentation 19: Chapter 3*

*Presentation 20: Chapter 4*

**Wednesday, October 3**

**Reading: Gopalpur: A South Indian Village**

**Discussion**

*Presentation 21: Chapter 6*

*Presentation 22: Chapter 7*

**Friday, October 5**

**Read Chapter 1 and Chapter 2 in The Great Hunger**

**Film: The Village DVD 1740**

*First Take Home Essay Exam Distributed in Class*

**Monday, October 8**

**Reading: The Great Hunger**

**Discussion**

*Intro Chapter 1*

*Presentation 23: Chapter 2*

*Presentation 24: Chapter 3*

**Wednesday, October 10**

**Reading: The Great Hunger**

**Discussion**

*Presentation 25: Chapter 4*

*Presentation 26: Chapter 5*

**Friday, October 12**

**Reading: The Great Hunger**

**Discussion**

*Presentation 27: Chapter 6*

*Presentation 28: Chapter 7*

**Monday, October 15**

***Begin Reading A Year in Provence***

**Reading: The Great Hunger**

*Presentation 29: Chapter 8*

*Presentation 30: Chapter 9*

**Wednesday, October 17**

**Reading: The Great Hunger**

*Presentation 31: Chapter 10*

*Presentation 32: Chapter 11*

**Friday, October 19**

**Reading: The Great Hunger**

*Presentation 33: Chapter 12*

*Summary Discussion and Lecture*

***Second Take Home Essay Exam Distributed In Class Today***

**Monday, October 22**

**Reading: A Year in Provence**

**Discussion:**

*Presentation 34: pages 3-81*

*Presentation 35: pages 82-131*

***Second Take Home Essay Exam Distributed in Class today***

**Wednesday, October 24**

***Begin Reading Chen Village***

**Reading: A Year in Provence**

**Discussion**

*Presentation 36: pages 132 - 164*

*Presentation 37: pages 165-207*

**Friday, October 26**

**Reading: Chen Village**

**Lecture: China and its Peasants**

*Read Prologue and Chapter 1*

**Monday, October 29**

**Reading: Chen Village**

**Discussion**

*Presentation 38: Chapter 2*

*Presentation 39: Chapter 3*

**Wednesday, October 31**

**Reading: Chen Village**

**Discussion**

*Presentation 40: Chapter 4*

*Presentation 41: Chapter 5*

**Friday, November 2**

**Reading: Chen Village**

**Discussion**

*Presentation 42: Chapter 6*

*Presentation 43: Chapter 7*

**Monday, November 5**

**Reading: Chen Village**

**Discussion**

*Presentation 44: Chapter 8*

*Presentation 45: Chapter 9*

**Wednesday, November 7**

**Reading: Chen Village**

**Discussion**

*Presentation 46: Chapter 10*

*Presentation 47: Chapter 11*

**Friday, November 9**

***Begin Reading The Chiapas Rebellion***

***Film: All Under Heaven: Life in a Chinese Village VHS 216***

**Monday, November 12**

***Read Chapter 1 in Basta! Land and the Zapatista Rebellion in Chiapas***

***Film: Viva Zapata! VHS 1284***

**Wednesday, November 14**

***Read Chapter 2 in Basta! Land and the Zapatista Rebellion in Chiapas***

**Film: *Viva Zapata! VHS 1284***

**Friday, November 16**

**Read Chapter 3 in *Basta! Land and the Zapatista Rebellion in Chiapas***

**Film: *Viva Zapata! VHS 1284***

**Monday, November 19**

**Reading *Basta! Land and the Zapatista Rebellion in Chiapas***

**Discussion:**

*Presentation 48: Chapter 1*

*Presentation 49: Chapter 2*

**Wednesday, November 21**

**Class Canceled for Thanksgiving Holiday**

**Friday, November 23**

**Class Canceled for Thanksgiving Holiday**

**Monday, November 26**

**Film: *Zapatista VHS 7217***

**Read: Chapters 2&3**

***Third Take Home Essay Exam Distributed in Class***

**Wednesday November 28**

**Reading: *Basta! Land and the Zapatista Rebellion in Chiapas***

**Discussion:**

*Presentation 50: Chapter 2*

*Presentation 51: Chapter 3*

**Friday, November 30**

**Reading: *Basta! Land and the Zapatista Rebellion in Chiapas***

*Presentation 52: Chapter 4*

*Presentation 53: Chapter 5*

**Monday, December 3**

**Reading: *Basta! Land and the Zapatista Rebellion in Chiapas***

*Presentation 54: Chapter 6*

*Presentation 55: Chapter 7*

**Wednesday, December 5**

***Third Take Home Exam Due in Class Today***

***Reflective Paper due in class***