



DEPARTMENT OF ANTHROPOLOGY
ANTH 225-010
PEASANT SOCIETIES
SPRING 2010

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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, such as, 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 life and peasants were affected by major political, cultural and economic programs. Next, we will study Irish peasantry and the consequences of the potato famine on the peasantry and in rural Ireland during the mid 1800's. We will read about the greatest agrarian catastrophe which radically re-shaped a Ireland, America and the Irish – the Irish Famine. Then, continuing our historical study of peasant life, we will learn about the daily family life of medieval peasants in England. Hanawalt's account provides a unique opportunity to learn about peasants, who are generally considered "voiceless" in typical historical accounts. We end our historical view of peasant societies by examining the transition from Russian serf to Russian peasant and the accompanying changes in Russian village life. Finally, we turn to contemporary Costa Rica and examine peasant responses to Globalization. One of the questions we will consider is why do Costa Rican peasants reject Globalization?

Course Readings:

- 1. Chen Village: Revolution to Globalization.** *Anita Chen, Richard Madsen and Jonathan Unger, authors*
- 2. Black 47 and Beyond: The Great Irish Famine in History, Economy and Memory.** *Cormac O Granda, author*
- 3. The Ties That Bound: Peasant Families in Medieval England.** *Barbara Hanawalt, author*
- 4. Peasant Russia: Family and Community in the Post Emancipation Period.** *Christine D. Worbec, author*
- 5. Peasants Against Globalization: Rural Social Movements in Costa Rica.** *Marc Edelman, author*

PART I COURSE REQUIREMENTS

Class Format and Participation

This course follows a lecture / discussion format. I do not intend to lecture for more than 15-25 minutes after which students are expected ask questions about the lecture and the readings assigned for the day. I intend to establish an environment of collaborative learning. Students must come to class prepared to discuss the assigned reading 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 to the reading assignment and to provide students with an opportunity to ask questions about the assigned reading.* Also, during the semester, we will view films that provide commentary and insights on peasants and peasant society.

Prepared For Class

Prepared for class means that you have done the assigned readings (see course schedule) and have prepared the following: Two discussion questions per reading assignment and a reading critique for each of the assigned readings. If you are always prepared, you will receive a total of 100 points at the end of the semester. If you do not have discussion questions and/or reading critique you will receive a zero for the class session

Required Class Discussion Question 250 points

Students are required to bring to each class 2 question based on each reading assignment. Keep in mind that your question will be used as a departure point for discussion and should be written in a way to stimulate class discussion. Be sure to put your name on your question page in the upper left corner of the page followed by class designation Anth225-010 and date; before you write your question cite the text, page(s) and topic of the assignment on which you have based your questions. Usually, the title of the chapter is all that is needed. *All questions must be typed.* **Class Discussion** questions will be collected at the end of class and returned with a letter grade. The Class Discussion Questions has a total value of 275 points. The total number of actual points you earn is determined by a calculation of letter grades marked on your paper. Upon

return, your questions will show either a plus sign (+) or a minus sign (-) with a number that indicates the number of points (4) deducted from the total of 275 points with an explanation for the deduction. A plus sign indicates that no points have been deducted. Technical guidelines include the following: use a 12 point font and one inch margins all around. Number your questions and use single spacing. Be sure to type the reading assignment on which you based your questions; skip 4 single spaces between questions. Remember to hand in your discussion questions at the end of class.

What Sort of Question May I Ask?

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 readings. 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 may be about the major themes/subjects in the readings. Whatever your question is about be sure to write it in a way that will stimulate class discussion.

Required Written Reading Critique 275 points

Besides writing two discussion questions per reading assignment, students are required to write a reading critique for each reading assignment. A reading critique is a critical summary of the assigned readings. It is a mini essay – 550 to 600 words – that combine three elements which are summary, analysis and critique. The goal of writing a reading critique is to summarize – in your own words – the central argument of the text while at the same time express your own critical response to it, which is your position. After summarizing the most significant points in the readings, prove you understood ideas

by explaining them in your own words. Do not use direct quotes. Here are a few prompts to guide your analysis : 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 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. Technical guidelines for Reading Critique include the following: use one inch margins all around and use 1.5 line spacing. Length of critique is between 500 and 700 words. Reading critique must be typed. Use no font larger than 12; insert your name in the upper left corner of the page. Identify the reading assignment and center it on the page. Drop two spaces and begin your reading critique.

Class Discussion 200 points

It is not possible for a student to earn an "A" to "B" in the course unless students participate in class discussion. 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 200points towards your final grade. Students' participation in discussion will be assessed by rating student active participation as a percentage at the end of the semester.**

Three Take Home Exams 300 points

Essay Take-Home exams may benefit a student because first, the exam is written with less stress than if the exam were given in class, and second, the student has easy access to notes, text books and other resources which elevate the quality of the exam. Or, some

would think. However, experience has shown me the necessity of establishing a few criteria for writing an essay exam as a take home exam. First, you must provide a thorough detailed response to the question(s). Second, answers to all parts of the question are given in detailed fashion. Third, written exam has an introduction and a conclusion. The introduction, for example, can be about the nature of the question. For example, you might discuss the general importance of asking such questions and you might consider why it is important to ask these specific questions. The conclusion is a summary of your answers with your strongest evidence and more. Your conclusion might suggest what other questions need to be ask in order to grasp the significance of the topic or subject area. Essay exams are valued at 100 points each.

PART II 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. Documentation included note from MD and DDS, copies of prescriptions, notices from courts; athletes must present me with a schedule of games for which the student will be absent. If an absence is personal i.e. funeral or visiting family/friend in hospitable or providing transportation for family to medical facilities, I require prior notification. An absence for Religious Observance is an excused absence but prior notification must be given. 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 deduction of eight points for each unexcused absences. It is your responsibility to make sure you sign your name on the attendance sheet. Students have two free excused absences.

Cell Phones

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

Late To Class?

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 your schedule 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 deduction of 8 points per un-excused lateness.

Late Written Assignments/ Take Home Essay Exams

It is my policy not to accept any written assignments late. 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 assignment late. If students do not have my permission to hand in their assignment late, I will not accept the assignments.

Leaving Class

There may be 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. 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 when I turn my back. Those who do leave class when my back is turned are cowards, rude and ill-mannered and when identified will have 10 points deducted from earned total points. Once you enter the classroom, I assume you are making a commitment to stay for the entire class period. If you cannot make this commitment, I prefer that you do not come to class. Finally, there are times when you have a reason to be excused and leave the classroom. Please return to class as quietly as possible.

Coming to Class

I expect that you will come to class on time. If, on the other hand, there is a good reason for why you are consistently late, please tell me the reason. If you are consistently late without a good reason, I will deduct 10 points from your total score at the end of the term.

Course Work Load

I am aware that you have other courses, each with their own reading assignments and course performance requirements. Moreover, I recognize that you may think five books is a bit excessive for a two hundred level course. On the other hand, because, this is a 200 level course, it doesn't mean that the course should not be rigorous and challenging. 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.

Can You Read!

It is my experience that students find readings tedious and boring because they are passive readers rather than active readers. As a passive reader, you read from the beginning, listen to the voice that is in your head and when you find something that seems to be important, you reach for a yellow or blue highlighter. After a while, you notice you have highlighted nearly the entire page!

Learn to be an active reader. Start to read from the conclusion of the chapter and if you must highlight, then write in the margins why you think the highlighted passage is important. I highly recommend that you visit my web page www.udel.edu/anthro/budani and read two files on critical reading: How To Read Critically and How To Read Academic Texts Critically. Follow the instructions and, with practice, you will find that you have better comprehension and that reading take less time. 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. Remember to always read with questions in mind: what am I suppose to get out of this chapter? Why? Why does the author focus on these topics and not others? What is the central point of this reading? Why? If you anticipate having problems with keeping up with the readings and other assignments, please drop the course. **If, during the semester, 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.**

Find Readings Boring?

A reason one is bored with reading is that you, as reader, may know nothing about the subject and you find yourself overwhelmed. I suggest that you do a Google search on the book's subject. Do a search in JSTOR and PROJECT MUSE – full text data base – for book reviews of the assigned texts. Read what other scholars have to say about their strengths and weaknesses. Do a search on Peasants in general, medieval peasants, peasants during the Irish Famine and serfs who become peasants in Russia and so on.

Doing some prior pre-reading about peasants 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. Go to my web page www.udel.edu/anthro/budani and read files entitled "How To Read Critically" and "How To Read Academic Texts Critically". *If you are having difficulty with the reading, or are 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.*

Adult Behavior During Class

I assume that we are all adults and can behave as adults. I expect proper attention is given during lecture and when students **participate in class discussion, and when students ask or answer questions**. 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. I am very approachable. Your comments will help make the learning experience better for all concerned.

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. Class Discussion Participation is valued at a total of 200 points
3. Class Discussion Questions is valued at a total of 250 points
4. Written Reading Critique is valued at a total of 250 points
5. **Total Points Available in course is 1,000 points. 93+ of 1,000=A; 90% of 1,000=A-; 87% of 1,000=B+; 84% of 1,000=B; 83% of 1,000=B-; 79% of 1,000=C+; 76% of 1,000=C; 73% of 1,000=C-; 69% of 1,000=D+; 66% of 1,000=D; 63% of 1,000=D-; 59% or below of 1,000 earns an "F" as a final grade.**

**ANTHROPOLOGY 225-O10
PEASANTS AND PEASANT SOCIETY
SPRING SEMESER 2007
*COURSE SCHEDULE**

***This schedule is subject to change. Changes are made to the course schedule to enhance course material and to balance performance requirements. Think of this schedule as the optimum goal for the course. Be sure to keep up with schedule changes.**

Tuesday, February 9

Review of Syllabus

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

Begin Reading The Ties That Bound

Thursday, February 11

Lecture: Peasant Moral Economy

Power Point Presentation

Tuesday, February 16

Lecture: Peasant Welfare in England 1290 - 1348

Reading: The Ties That Bound

Discussion: The Material Environment

Chapter 1. Field and Village Plans

Chapter 2. Toft and Croft

Chapter 3. Standards of Living

Thursday, February 18

Reading: The Ties That Bound

Discussion: Blood Ties and Family Wealth

Chapter 4. Inheritance

Chapter 5. Kinship Bonds

Tuesday, February 23

Reading: The Ties That Bound

Discussion: Household Economy

Chapter 6. Household Size and Structure

Chapter 7. The Family as an Economic Unit

Thursday, February 25

Reading: The Ties That Bound

Discussion: Household Economy

Chapter 8. The Husbandman's Year and Economic Ventures

Chapter 9. Women's Contribution to the Home Economy

Tuesday, March 2

Reading: The Ties That Bound

Discussion: Stages of Life

Chapter 10. Children and Servants at Home and in the Fields

Chapter 11. Childhood

Chapter 12. Growing Up and Getting Married

Begin Reading "Black '47 and Beyond"

Thursday, March 4

Reading: The Ties That Bound

Discussion: Stages of Life

Presentation 13: The Partnership Marriage

Presentation 14: Old Age and Death

Tuesday, March 9

Reading: Black '47 and Beyond

Class Discussion: Contexts and Chronology; Relief

Chapter 1. Contexts and Chronology

Chapter 2. Relief

Thursday, March 11

Reading: Black'47 and Beyond

Class Discussion: The Demography of the Irish Famine

Chapter 3. The Demography of the Irish Famine

Chapter 4. Winners and Losers

Begin Reading Worbec's Peasant Russia: Family and Community in the Post Emancipation Period

Tuesday, March 16

Reading: Black'47 and Beyond

Class Discussion:

Chapter 5. Famine in Dublin City

Chapter 6. Famine and Memory

Thursday, March 18

Reading: Peasant Russia

Class Discussion:

Chapter 1 Resources and Obligations

Receive First Take Home Exam

Tuesday, March 23

Reading: Peasant Russia

Class Discussion

Chapter 2 Family Rebirth: The Customs of Property Devolution and Chapter 3 Family Life Cycle and Household Structures and

First Take Home Exam Due in Class Today

Thursday, March 25

Reading: Peasant Russia

Class Discussion

Chapter 4 New players, Old Games: Courtship Under the Community's Watchful Eye

SPRING BREAK FRIDAY, MARCH 26TH TO SUNDAY, APRIL 4TH

Tuesday, April 6

Reading: Peasant Russia

Class Discussion

*Read Chapter 5 Marriage, Family, and Community Renewal and
Chapter 6 The Culture of Patriarchy*

Thursday, April 8

Reading: Chen Village

Lecture: China and its Peasants

Read Prologue and Chapter 1 Chen Village and It's Leaders

Tuesday, April 13

Reading: Chen Village

Discussion

*Read, Chapter 2 The Big Four Clean Up and
Chapter 3 Studying Chairman Mao*

Thursday, April 15

Reading: Chen Village

Read Chapter 4 The Cultural Revolution

Tuesday, April 20

Reading: Chen Village

*Read Chapter 5 The Cleansing of Class and,
Chapter 6 A Left Turn Lurch and a Solid Footing*

Thursday, April 22

Reading: Chen Village

*Read Chapter 8 Plunging into a New Decade and
Chapter 10 The New Era*

Tuesday, April 27

Reading: Chen Village

*Read Chapter 11 The Midas Touch, and
Chapter 12 Entrepreneurs and Gamblers*

Thursday, April 29

Reading: Chen Village

*Read Chapter 13 Globalization and Transformation and
Chapter 14 Life Style of the Middle Class*

Receive Second Take Home Exam

Tuesday, May 4

Reading: Peasants Against Globalization

*Read Chapter 1 Debit Crisis, Social Crisis and
Chapter 2 The Rise and Demise of a Tropical Welfare State*

Second Take Home Exam Due in Class Today

Thursday May 6

Reading: Peasants Against Globalization

Read Chapter 3 Peasants Confront the Free Market

Tuesday, May 11

Reading: Peasants Against Globalization

*Read Chapter 4 Organizing in the Cradle of Maize and
Chapter 5 Finale to a Peasant Strike*

Thursday, May 13

Reading: Peasants Against Globalization

*Read Chapter 6 Movements Evolve, Organizations
Are Born and Die and Chapter 7 Peasant Movements of the Late
Twentieth Century*

Receive Third Take Home Exam

Tuesday, May 18

Reading: Peasants Against Globalization

Third Take Home Exam Due in Class Today

End of Class

Student Assessment of class