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# ANTHROPOLOGY 4990

## ANTHROPOLOGY OF ANARCHISM

Spring 2018

Manning Hall 302C  
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### COURSE DESCRIPTION:

Anthropologists have long had interest in cultural forms of organization and the workings of power therein. Much of this attention has focused on elites, hierarchies, and responses from social movements, but anthropologists have also engaged with a body of knowledge and practice related to anarchist social theory. Occupy Wall Street, Quakers, Syrian Kurdish communities, and the United Nations have all adopted forms of anarchist practice. In this class, students will investigate contemporary social movements, organizations, and communities that operate with a “flat” structure based on consensus. We will explore these ideas through writings by a range of authors including Judith Butler, Michel Foucault, Peter Kropotkin, Emma Goldman, David Graeber, and Hakim Bey. Readings will support individual student research projects. Direct student praxis in collective decision-making will lead to a final group project for the class.

### COURSE OBJECTIVES:

On completing this course, students should be able to:

1. Describe the ways that anthropologists study power and social organization.
2. Understand the theoretical basis anarchist social movements.
3. Analyze ethnographies of groups working with “flat” organizational structures.
4. Craft a critical and coherent position statement on anthropology’s roles in social movements.
5. Apply theoretical knowledge to work effectively in an evolving, consensus-based project.
6. Apply anthropological methods to studying local organizations.

### REQUIRED READINGS

There is no text book for this class. All readings will be posted on eCourseware. See the course schedule for more information. Additional or alternative readings will be considered based on the direction of the class.

## ASSIGNMENTS:

**ATTENDANCE AND PARTICIPATION (15%):** In order to get full marks you should attend regularly, and actively participate in class discussions and activities. Most importantly, this involves doing the weekly readings in advance so that everyone benefits from class discussion. In order to help facilitate conversation, I may assign specific discussion questions to groups of students and ask them to be prepared to contribute. Other weeks I might ask each student to pick out a quotation from the assigned readings to share with the class. See the rubric on eCourseware for grading criteria. If you miss more than two classes I will deduct ½ letter grade from your final average, in addition to lost participation points.

**SYNTHESIS PAPERS (35%):** During most weeks, students will have a choice of multiple course readings. While you may choose to read all of them each week, the assignment will usually be to read three articles of your choosing from the list—OR another article on the topic that you find yourself. After completing the reading, you will write a short (1-page, double-spaced) synthesis paper, submit that paper to the Dropbox, and be prepared to discuss your readings with the class. Since it is entirely possible that you will be the only person (or one of a few) to read a particular article, you should be prepared each week to lay out the key concepts for your classmates.

**CLASS PROJECT (25%):** Students will work collectively to produce an original paper or project, to be determined and enacted through a modified consensus process. The proposed topic is a position statement on the roles of anthropology in social movements, suitable for publication—but this may change based on consensus. Grades for the project will be based on self evaluations, group evaluations, and my evaluation in the categories of 1) collaborative success (everyone contributes), 2) theoretical merit, 3) practical or applied focus, and 4) success in meeting the goals set by the class at the beginning of the process.

**INDIVIDUAL RESEARCH PROJECT (25%):** Each student will have the option of:

- 1) conducting ethnographic research within a local group or organization on a theme related to this course, writing a summary report, and giving a presentation to the class, or
- 2) writing a research proposal for a feasible year-long research project (including literature review, research methods and justification, timeline, budget, and importance for anthropology) and giving a presentation to the class.

**HONORS STUDENTS: HISTORICAL ANALYSIS (SEE HONORS GRADE BREAKDOWN BELOW):** In addition to the other course work, honors students will prepare an 8-page paper and 10- to 15-minute accompanying presentation on a historical group or movement connected to anarchist social theory and practice. Students will claim their topics in class, and presentations will proceed in chronological order from earliest to latest.

### ASSIGNMENT AND READING ADJUSTMENTS:

Beginning in week 7 of the course, each class will include a class meeting for work on the class project. During this time, we can make adjustments to the reading schedule or the assignments for the class—adding papers, presentations, exams, etc. in place of what is currently in the syllabus. Where possible it is my hope that this will somewhat flatten the hierarchical structure of the class and provide students an opportunity to direct the path of the course. Making syllabus changes requires consensus (including mine). Any changes must maintain the rigor and general focus appropriate for an upper-level course.

### EXTRA CREDIT OPTION

Undergraduate students can earn up to 5% bonus points for attending pre-approved external meetings or conferences, writing up a one-page summary for each, and giving a short (<5 minute) class presentation on your experience. Opportunities will be announced throughout the course.

### GRADE BREAKDOWN

Attendance and participation: 15%

Synthesis papers: 35%

Class project: 25%

Research paper or proposal: 25%

### HONORS GRADE BREAKDOWN

Attendance and participation: 10%

Synthesis papers: 30%

Class project: 20%

Historical Overview paper and presentation: 15%

Research paper or proposal: 25%

### COURSE POLICIES:

1. I encourage you to come see me during office hours whenever you have questions about course material. I'm more than happy to talk through concepts or class policies with you, but I rely on you to seek me out.
2. This class will involve considerable small and large group discussion. Please be respectful of other students when making your points, and make sure that you refer to course readings and lecture to support your arguments.
3. I will not accept late exams and papers without a documented reason, or unless you come and speak with me in advance of the assignment.
4. Cheating or other academic misconduct will result automatically in failure in the course and notification of the Office of Student Judicial and Ethical Affairs. I encourage you to

discuss the course material with other students, whether in-class or in study groups. Talking with others about the material helps you learn it better and come up with new ideas. When it comes to written assignments and exams, however, you must complete the work on your own, without collaboration with others, and without copying material from other students or published sources. Please note that letting others copy from you is also academic misconduct. Note that plagiarism includes self-plagiarism: do not reuse material you have written for other classes unless you are citing your own original research.

5. Please be respectful of other students and your professor by listening while others are talking, keeping your cell-phone stowed until class breaks, and coming in quietly if you are late for class. The only purpose of these policies is to ensure that everyone who wants to listen and participate can do so without distraction.

## COURSE OUTLINE:

### WEEK 1: INTRODUCTION TO THE ANTHROPOLOGY OF SOCIAL STRUCTURE: HIERARCHIES, HETERARCHIES, ANARCHIES

Class policies

Syllabus review and adjustment (per group decision).

Basic terminology and history of the field

### WEEK 2: ANTHROPOLOGY AND THE STUDY OF POWER

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Ferguson, J. and A. Gupta, 2002, "Spatializing States: toward an ethnography of neoliberal governmentality, *American Ethnologist*, 29 (4), pp. 981-1002

Foucault, Michel. 1983. "Afterword: The Subject and Power" in Hubert Dreyfus and Paul Rabinow, Michel Foucault: Beyond Structuralism and Hermeneutics, 2nd edition. Chicago: University of Chicago Press.

Foucault, Michel. 2000. "Governmentality" in Power (ed.) James Faubion. New York: The New Press. [pp.92-107]

Gramsci, Antonio. 1971. "State and Civil Society." In Aradhana Sharma & Akhil Gupta (eds.) *The Anthropology of the State: A Reader*. pp. 86-112

Haslanger, Sally. 2002. On Being Objective and Being Objectified. In book: A Mind of One's Own, Edition: 2nd, Publisher: Westview Press, Editors: Louise Antony & Charlotte Wit

Trouillot, Michel-Rolph. 2001, 'The Anthropology of the State in the Age of Globalization,' Current Anthropology, 42/1: 125-138

### WEEK 3: ANARCHIST SOCIAL THEORY 1

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Kropotkin, Pëtr. 1898. Anarchism: its philosophy and ideal

Guerin: No Gods No Masters

Howard Ehrlich, ed: Reinventing Anarchy, Again (AK Press, 1996). Part I: What is Anarchism?)

Yves Fremian: Orgasms of History: 3000 Years of Spontaneous Insurrection. 2002, AK Press.

Robert Barsky: "Bakhtin as Anarchist? Language, Law, and Creative Impulses in the Work of Mikhail Bakhtin and Rudolf Rocker." South Atlantic Quarterly 1998 volume 97, pp.623-42.

A selection from Anarchism and Other Essays by Emma Goldman

### WEEK 4: SITUATIONISTS AND CULTURE-JAMMING

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Raoul Vaneigem, The Revolution of Everyday Life

Guy Debord: Society of the Spectacle.

Luther Blissett: Guy Debord is Really Dead, London, Sabotage Editions, 1995.

Henry Lefebvre, interview on the Situationists

Crimethinc Collective: "Days of War, Nights of Love: Crimethink for Beginners" Canada: Crimethinc Ex-Workers Collective."

Critical Art Ensemble: Electronic Civil Disobedience, and Other Unpopular Ideas.

Autonomedia 1996.

Kalle Lasn: Culture Jam. Quill: New York, 1999

## WEEK 5: ANTHROPOLOGY, PRIMITIVISM, AND ANTI-WORK

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Pierre Clastres: Society Against the State (just the title essay)

essay by Joanna Overing on the Piaroa

sample of Zerzan (essay from Future Primitive?)

Paul Lafargue, The Right to be Lazy

Freddy Perlman: "Against Leviathan, Against His-Story."

Marcel Gauchet, "Primitive Religion and the Origins of the State", in New French Thought: Political Philosophy. Mark Lilla, ed. Princeton, 1994.

selections from: Gone to Croatan; The Origins of American Dropout Culture..

## WEEK 6: CONSENSUS AND THE CONSENSUS PROCESSES

Read the first two (consensus readings from the Web), then select one other. **Write a 1-page (double spaced) synthesis**, and be prepared to discuss in class.

Consensus Decision Making (Web document)

Facilitating Consensus (Web document)

Barbara Epstein: Political Protest and Cultural Revolution.

Bernard Manin, "On Legitimacy and Political Deliberation" in New French Thought: Political Philosophy. Mark Lilla, ed. Princeton, 1994.

Randal Doane, Michael Menser, Robert Ausch, and Heather Gautney, "The Politics of Assembly: Building an Urban Ecology from A16". Found Object 9: Fall 2000, pp141-180..

## WEEK 7: FRIENDS AND PEACEMAKERS: QUAKERS AND CONSENSUS THEOLOGY

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Begin class consensus process: class project selection, timeline, etc.

Molina-Markham, Elizabeth. Finding the "Sense of the Meeting": Decision Making Through Silence Among Quakers. Western Journal of Communication Vol. 78, No. 2, March–April 2014, pp. 155–174

Stock, P. (2012). Consensus Social Movements and the Catholic Worker. *Politics and Religion*, 5(1), 83-102.

Mitchell, Ethan. Participation in Unanimous Decision-Making: The New England Monthly Meetings of Friends

Morley, Barry. *Beyond Consensus: Salvaging Sense of the Meeting*. Pendle Hill, 1996.

Kauffman, L.A. *The Theology of Consensus*

Lewis, M.R.. *In the Manner of Friends: Learnings from Quaker Practice for Organizational Renewal*

## WEEK 8: MODERN SOCIAL MOVEMENTS I

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Continue class consensus process.

Anonymous. 2006. "Abolish Restaurants: A Workers Critique of the Food Service Industry." Prolinfo.org. <http://www.prole.info/pdfs/ar.pdf>

Brown, Gavin. 2007. "Mutinous Eruptions: Autonomous Spaces of Radical Queer Activism." *Environment and Planning A* 39: 2685–98.

Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1–20.

Federici, Silvia. 2012. "Wages Against Housework." In *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*, 15–22. Oakland: PM Press.

Graeber, David. 2009. "Direct Action, Anarchism, Direct Democracy." In *Direct Action: An Ethnography*, 201–37. Oakland: AK Press.

Juris, Jeffrey. 2008. "Performing Politics: Image, Embodiment, and Affective Solidarity during Anti-Corporate Globalization Protests." *Ethnography* 9 (1): 61–97.

Marx, Karl, and Friedrich Engels. 2008. "Bourgeois and Proletarians." In *The Manifesto of the Communist Party*, 33–51. Pluto Press.

Juris, J. S. (2012). Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation. *American Ethnologist*, 39(2), 259–279.

## WEEK 9: MODERN SOCIAL MOVEMENTS II

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Continue class consensus process.

Anonymous. 2016. "A Vision for Black Lives: Policy Demands for Black Power, Freedom, & Justice." Movement for Black Lives. <https://policy.m4bl.org/wp-content/uploads/2016/07/20160726-m4bl-Vision-Booklet-V3.pdf>.

Jiménez, Alberto Corsin, and Adolfo Estalella. 2013. "The Atmospheric Person: Value, Experiment, and 'Making Neighbors' in Madrid's Popular Assemblies." *Hau: Journal of Ethnographic Theory* 3 (2): 119–39.

Meek, David. 2015. "Learning as Territoriality: The Political Ecology of Education in the Brazilian Landless Workers Movement." *The Journal of Peasant Studies* 42 (6): 1–22.

Scott, James C. 2013. "Themes of Peasant Politics: Localism, Syncretism, Profanation--Agrarian Revolt and the Little Tradition." In *Decoding Subaltern Politics: Ideology, Disguise, and Resistance in Agrarian Politics*, 35–63. London: Routledge.

Wild, Rosie. 2015. "'Black Was the Colour of Our Fight': The Transnational Roots of British Black Power." In *The Other Special Relationship: Race, Rights, and Riots in Britain and the United States*, edited by Robin D. G. Kelley and Stephen Tuck, 25–46. New York: Palgrave Macmillan.

Winant, Howard. 2006. "Race and Racism: Towards a Global Future." *Ethnic and Racial Studies* 29 (5): 986–1003.

## WEEK 10: ANTHROPOLOGY IN THE ANARCHIST SYSTEM OF STATES

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Continue class consensus process.

Galtung, Johan. 1986. "On the anthropology of the United Nations System. In David Pitt & Thomas G. Weiss (eds), *The nature of United Nations bureaucracies*. Westview Press. Pp. 1-22.

MacDonald, Kenneth Iain and Catherine Corson. 2012. "'TEEB Begins Now': A Virtual Moment in the Production of Natural Capital." *Development and Change* 43 (1): 159-184.

Maclin, Edward, and Juan Luis Dammert Bello. 2010. Setting the Stage for Biofuels: Policy Texts, Community of Practice, and Institutional Ambiguity at the Fourth World Conservation Congress. *Conservation and Society* 8 (4): 312–319.



Marcus, G. E. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology*, (24), 95–117.

Mosse, David. 2004. "Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice." *Development and Change* 35 (4): 639-671.

David Mosse. 2006. "Anti-Social Anthropology? Objectivity, Objection, and the Ethnography of Public Policy and Professional Communities." *The Journal of the Royal Anthropological Institute* 12 (4): 935-956.

Scott D, Hitchner S, Maclin E M and Dammert J L (2014) Fuel for the fire: Biofuels and the problem of translation at the 10th Conference of the Parties to the Convention on Biological Diversity. *Global Environmental Politics* 14(3):84–101.

#### WEEK 11: ANARCHIST SOCIAL THEORY AND POST-ANARCHISM

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Continue class consensus process.

Further Readings TBD

Starhawk: Webs of Power: Notes from the Global Uprising. selections from Truth or Dare (Starhawk)

Janet Biehl: Rethinking Ecofeminist Politics. Boston: South End Press.

Bey, Hakim. Post-Anarchism Anarchy

On Anarchism: An Interview with Judith Butler (2011)

#### WEEK 12: WORKING GROUP: ANTHROPOLOGY AND SOCIAL MOVEMENTS

Select **3** readings; **write a 1-page synthesis** (double spaced) and be prepared to discuss in class.

Continue class consensus process.

Readings TBD

#### WEEK 13: WORKING GROUP, CONTINUED; CLASS PRESENTATIONS

Continue class consensus process.

Readings TBD

#### WEEK 14: WORKING GROUP, CONTINUED; CLASS PRESENTATIONS

Continue class consensus process.

Readings TBD

## WEEK 15: CLASS PRESENTATIONS

Continue class consensus process.

Readings TBD

FINALS WEEK

## SYLLABUS CHANGES AND USE

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by email and by posting on the course bulletin board.



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