

***Anth 104 Introduction to Anthropology***  
***Sections 004, 005, 007***  
***Fall 2002***

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The Approved Course Description is available on the web @

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**1. Instructor Information**

- (a) Instructor: Nicole Kilburn, M.A.
- (b) Office hours: Thurs. 12:00-2:00, Thurs 3:30-5:00, or by appointment
- (c) Location:
- (d) Phone:
- (e) E-mail:
- (f) Website: <http://www.camosun.bc.ca/schools/artsci/socsci/anth.htm>

**2. Intended Learning Outcomes**

*Knowledge outcomes:*

- Discuss the trends in human evolution and the role of natural selection
- Understand the relationship among culture, biology and environment in examining human health and disease
- Understand the importance of archaeological investigation to modern society
- Recognize and explain to others that our culture constructs our realities so that social inequality, for example, is a human invention
- Identify key features of language

*Skills outcomes:*

- Debate issues of human biology, society and history using anthropological evidence
- Critically evaluate evidence used to explain the human past and present

*Attitude outcomes:*

- Address ethnocentrism as a barrier to understanding other cultures
- Acquire a tolerance of and respect for cultural and biological diversity
- Gain an appreciation of the contributions of the anthropological approach to our understanding of human history

### 3. Required Materials

(a) **Text:** Park, Michael Alan  
2000 *Introducing Anthropology: An Integrated Approach*.  
California: Mayfield Publishing Company.

(b) **Required readings** on reserve in Library (asterisked readings are discussion paper articles)

\*Diamond, Jared

2002 The Saltshaker's Curse. In *Physical Anthropology 02/03 Annual Editions*, Eleventh Edition. Elvio Angeloni editor, Pp. 21-25. McGraw-Hill/Duskin Publishing.

Goodman, Alan H. and George J. Armelagos

2001 Disease and Death at Dr. Dickson's Mounds. In *Applying Anthropology: An Introductory Reader*, 6<sup>th</sup> edition. Aaron Podolefsky and Peter J. Brown, eds. Pp.83-87. California: Mayfield Publishing Company.

Janus, Noreene

2001 Advertising and Global Culture. In *Applying Anthropology: An Introductory Reader*, 6<sup>th</sup> Edition. Aaron Podolefsky and Peter J. Brown, eds. Pp. 365-368. California: Mayfield Publishing Company.

Miner, Horace

1956 Body Ritual Among the Nacirema. *American Anthropologist* 58:3.  
(This article can be found at <http://www.msu.edu/~jdowell/miner.html>)

\* Sterk, Clair E.

2001 Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS. In *Applying Anthropology: An Introductory Reader*, 6<sup>th</sup> edition. Aaron Podolefsky and Peter J. Brown, eds. Pp.128-135. California: Mayfield Publishing Company.

Thomson, David S.

2000 The Sapir-Whorf Hypothesis: Worlds Shaped By Words. In *Conformity and Conflict*. James Spradley and David McCurdy, eds. Pp. 79-91. Boston: Allyn and Bacon.

Whitaker, Elizabeth

2001 Ancient Bodies, Modern Customs and Our Health. In *Applying Anthropology: An Introductory Reader*, 6<sup>th</sup> edition. Aaron Podolefsky and Peter J. Brown, eds. Pp.38-47. California: Mayfield Publishing Company.

### 4. Basis of Student Assessment

(a) **Exams : 65%**

There will be three exams comprised of multiple choice questions and short answer questions such as defining terms or concepts and giving significance; listing characteristics or factors in point form; matching. The exams are equally weighted.

**Exam 1 Week of Sept. 30**

**Exam 2 Week of Nov. 4**

**Exam 3** written during the College exam period

All exams must be written to successfully complete Anthropology 104. Exams must be written **at the scheduled times**. In the case of illness, a medical certificate must be presented to the instructor. There will be **no exceptions** without a medical certificate. If a make-up exam is scheduled because of illness, students must write the make-up exam at the mutually agreed upon time. Without a medical certificate, the make-up will **not** be re-scheduled. Unavailability of texts or pressure of other work will not be accepted as excuses for missing exams or other assigned work.

**(b) Assignments: 35%**

**Discussion papers: 15%**

Discussion papers are critical reviews of articles. You will be responsible for writing three of these: each one is worth 5 marks

- Discussion papers must be handed in at the **beginning** of the class on the due date. If you hand in each completed paper at the beginning of the class on the day it is due, you will receive 1 mark. The other 4 marks will depend on the content of your paper, the title page and your writing style. Two marks will be deducted from late papers. Papers will not be accepted later than two school days after they are due.
- Discussion papers must be 2-3 typed pages, double-spaced
- Discussion papers must be written in your own words
- An acceptable title page must be present. It will contain a full bibliographic heading for the article, your name and ID number and the date. An example will be shown to you in class

The paper will consist of:

- a short summary of the article: purpose, problem addressed, major findings and author's conclusions
- a critical discussion of what you found most interesting in the article, what you learned and what questions were sparked by the article. Use specific examples or quotations from the article to illustrate your comments
- If you need guidance on article reviews or on citing page numbers in the body of your work, consult the *Style Manual for the Social Sciences* on reserve in the library or available for purchase in the Bookstore.

**Web assignment: 10%**

**Due in class the week of Sept. 23**

Most students by now are familiar with browsers and search engines and web sites and URLs. However, if you are a novice in this area, please seek the assistance of a student colleague or your instructor. An acceptable title page is required (see above).

Endangered Primates (due in class on Sept. 24)

Several of the living primate species are among the most endangered mammals on Earth (including all of the great apes). Investigate the current status of one of these species and the risks to its long-term survival.

Write a brief paper (2-3 pages, typed and double-spaced).

- Introduce the species (include scientific name and geographic location)
- Explore the reasons for the species' endangered status
- Discuss the species' ecological needs
- Discuss the species relationship with human neighbours

Guidelines on documenting information from electronic sources are evolving. For this assignment, please use the following style. Entries should be arranged by alphabetical order by the author's last name or by the first significant word in the title if there is no author. Then put the date of the most recent revision, if available, then the title of the

source and the type of document. In place of a publisher is the complete URL, underlined, which is placed on one line by itself. After you have listed this information, put in brackets the date on which you visited the site.

**Archaeology assignment: 10%**

**Due in class the week of Nov. 18**

Archaeologists study the material remains of past cultures, and base their interpretations on the evidence they recover from sites. What kind of material evidence do we leave behind in our lives that future archaeologists may uncover and use to interpret our culture and way of life? Think about your living space as a site, and write a 3-5 page (double spaced) paper about the kinds of material culture that would be recovered from this site. Also think about the artifacts of your life in this site that would NOT make it into an archaeological record, and how the absence of these artifacts may limit an archaeologist's understanding of how the site functioned. Don't panic, this assignment will be discussed in class on November 6 and an example will be provided.

**Please note:** extra assignments **are not** available to students in order to up-grade poor marks from exams or lab work.

**5. Grading System**

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit

*W = Official withdrawal has taken place.*

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

**ACADEMIC CONDUCT POLICY**

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)

6. Course schedule: Class meets **Thurs 6:00-8:50 in XXXXXXXXXX**

WEEK	LECTURE TOPIC	READINGS
1 Sept 2 – 6	Registration list and course outline  Introduction to the four fields of anthropology and the anthropological approach Video: <i>Anthropologists at Work</i>	Chapters 1 and 2
2 Sept 7 – 13	Putting us in our place: introduction to the primates and the human species  The social behaviour of non-human primates Video: <i>Monkey Business</i>	Chapters 3, 4
3 Sept. 16-20	The Evolution of Us; evolution and natural selection  The Evolution of Us; trends in human evolution <b>Discussion paper #1 due.</b>	Chapters 5, 7( to p. 147); <i>The Saltshaker's Curse</i>
4 Sept 23 – 27	Fossil evidence Video: "Lucy"  The evolution of culture <b>Web assignment due.</b>	Chapter 10 (pages 231-242)
5 Sept 30 – Oct 4	<b>EXAM 1</b>  Video: <i>Some Women of Marrakesh</i>	
6 Oct 7 – 11	Human sexuality  Marriage and family	Chapter 6 and Chapter 9 (to p. 205)
7 Oct 14 -18	Language and Communication: socio-linguistics  Video: Language and Communication	Chapter 11; <i>The Sapir-Whorf Hypothesis: Worlds Shaped by Words</i>
8 Oct 14 – 18	Culture and world view Video: <i>Three Worlds of Bali</i> <b>Discussion paper #2 due.</b>	Chapter 7 (p.147-155); <i>Body Rituals Among the Nacirema</i>

<p><b>9</b> Oct 22 – 26</p>	<p>Doing anthropology: fieldwork Cultural Resource Management Adapting and survival: making a living Video: The Rendille</p>	<p><i>Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS</i></p>
<p><b>10</b> Oct 28 – Nov 1</p>	<p>Adaptation and survival: making a living. Video: <i>A Human Way of Life (excerpt)</i></p> <p style="text-align: center;"><b>Discussion paper #3 due.</b></p>	<p>Chapter 8 and <i>Ancient Bodies, Modern Customs and Our Health</i></p>
<p><b>11</b> Nov 4 – 8</p>	<p style="text-align: center;"><b>EXAM 2</b></p> <p>The Dig Video: <i>Excavations at La Venta</i></p>	
<p><b>12</b> Nov 11 – 15</p>	<p>Introduction to archaeology: how do we know what we know? Video: <i>Other People's Garbage</i></p> <p>Controlling food resources: the domestication of corn</p>	<p>Chapter 10 (pages 216-231 and 242-247) and <i>Disease and Death at Dr. Dickson's Mounds</i></p>
<p><b>13</b> Nov 18 – 22</p>	<p>Biology, culture and environment: modern human diversity</p> <p>Biology, culture and environment: human health and disease Audio-interview with Dr. Lisa Mitchell <b>Archaeology assignment due.</b></p>	<p>Chapter 14</p> <p>Chapter 13 (pages 315-319, "The Fore")</p>
<p><b>14</b> Nov 25 – 29</p>	<p>Anthropological approach to culture change in the modern world</p> <p>Review and Wrap up</p>	<p>Chapter 15 and <i>Advertising and Global Culture</i></p>