

**School of Arts & Science
Dept of Social Science**

**Anth 104, 007
Fall 2004
Introduction to Anthropology**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor Ara Murray _____
- (b) Office hours 5:30-6:30 Thursdays, 12:20-1:30 Saturdays _____
- (c) Location Young 207 _____
- (d) Phone 370-3368 _____ Alternative _____
- (e) E-mail Murray@camosun.bc.ca _____
- (f) Website _____

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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 variation
- Understand the importance of archaeological investigation to modern society
- Recognize and explain to other 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 human past and present

Attitude outcomes:

- Address ethnocentrism as a barrier to understanding other cultures
- Acquire 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) Texts

Park, Michael Alan
2003 *Introducing Anthropology: An Integrated Approach* (2nd Edition).
California: Mayfield Publishing.

(b) Other

A selection of readings on reserve at the library.

Reserve Readings: (In the order that they are assigned)

Shipman, Pat

1994 One Long Argument: 1857. In *The Evolution of Racism: Human Differences and the Use and Abuse of Science*. Pp. 17-36. Cambridge: Harvard University Press.

Whitten, Andrew and Christophe Boesche

2002 The Cultures of Chimpanzees. In *Physical Anthropology 02/03*. Pp. 46-52. Guilford: McGraw-Hill/Dushkin.

Marks, Jonathan

2002 Science and Race. In *Biological Anthropology: An Introductory Reader*. Pp. 178-184. Boston: McGraw-Hill Mayfield.

Miner, Horace

1956 Body Ritual Among the Nacirema. *American Anthropologist* 58: 503-507.

Hinton, Leanne

1994 Language and the Structure of Thought. In *Flutes of Fire: Essays on California Indian Languages*. Pp. 61-69. Berkeley: Heyday Books.

Small, Meredith

2003 How Many Fathers are Best for a Child? *Discover*, April 2003, 54-61.

The following are taken from *Anthropology News* Volume 45, Number 5, May 2004

Stone, Linda	Gay Marriage and Anthropology. Pp.10.
Lewin, Ellen	“Why Marriage?” Pp. 11-12.
Blackwood, Evelyn	Marriage and the Missing Man. Pp. 14-15.
Blumenfeld, Tami	“Walking Marriages” Pp.15.

Fienup-Riordan, Anne

- 1998 The Ideology of Subsistence. In *Eskimo Essays: Yupik Lives and How We See Them*. Pp. 37-48. London: Rutgers University Press.

Diamond, Jared

- 2001 The Worst Mistake in the History of the Human Race. In *Applying Cultural Anthropology: An Introductory Reader*, Sixth Edition. Aaron Podolefsky and Peter J. Brown (eds.). Pp. 95-98. Boston: The McGraw-Hill Companies.

Douglas, Mary

- 2002 The Abominations of Leviticus. In *Purity and Danger*. Pp. 51-71. London: Routledge.

Harris, Marvin

- 1985 Good to think or Good to Eat. In *The Sacred Cow and the Abominable Pig*. Pp. 13-18. New York: Simon and Schuster.

The Riddle of the Sacred Cow. In *The Sacred Cow and the Abominable Pig*. Pp. 47-66. New York: Simon and Schuster.

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

Please read assigned articles **prior** to the class for which they are assigned.

Week One September 11: Introduction to the course, Introduction to Anthropology Chapters 1 & 2

Week Two September 18: Evolution and Natural Selection Chapters 3, *One Long Argument* (Shipman)

Week Three September 25: Primate Behaviour Chapter 4, *The Cultures of Chimpanzees* (Whitten and Boesch)

Week Four October 2: Human Evolution Chapters 5 & 10 (pages 229-240)

Week Five October 9: Human Variation, Race and Racism Chapter 14, *Science and Race* (Marks)

Week Six October 16: Culture Chapter 7, *Body Ritual Among the Nacirema* (Miner)

Week Seven October 23: *Midterm Exam*****

- Week Eight October 30:** Language
Chapter 11, *Language and the Structure of Thought* (Hinton) for discussion
- Week Nine November 6:** Gender and Kinship
Chapters 6 & 9, excerpts from *Anthropology News, Marriage and Family Issue* and *How Many Fathers are Best for a Child* (Small) for discussion
- Week Ten November 13: Remembrance Day, College Closed**
- Week Eleven November 20:** Subsistence
*****Assignment 1 due*****
Chapter 8, *The Ideology of Subsistence* (Fienup-Riordan) and *The Worst Mistake in the History of the Human Race* (Diamond) both for discussion
- Week Twelve November 27:** Religion
Chapter 12
- Week Thirteen December 4:** “The Evolution of Our Behaviour”
Chapter 13, *Good to Think or Good to Eat & The Riddle of the Sacred Cow* (Harris), *The Abominations of Leviticus* (Douglas) all three for Discussion
- Week Fourteen December 11:** Archaeology, Change and Anthropology
*****Assignment 2 due*****
Chapter 10 (pages 213-229), Chapters 15 & 16

**** Final Exam will be held in the final exam period and will be scheduled by the college****

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a) Assignments

2 Assignments (15% each) 30%

Assignment 1, due November 20 (15%)

Select a newspaper or magazine article that relates to a current issue or event. In 3-4 pages (double-spaced):

1. Discuss how an anthropological perspective would contribute to a greater understanding of the issue or event.
2. Do not simply summarize the article. Your discussion should consider anthropological knowledge from any of the areas covered in this course and should include your own opinion and comments on the utility of anthropology with regards to the particular article that you have chosen.
3. Attach a copy of the article to you assignment (including the date and source). The assignment will not be marked unless it is accompanied by a copy of the article. A bibliographic entry is not necessary for this article.

Assignment 2, due December 11 (15%) (*may be handed in at any time during the term*)

Choose one of the articles assigned for class discussion. In 3-5 pages double-spaced:

1. Summarize the main argument of the article and the evidence or research used to support this argument.
2. Contextualize the subject of the article within one of the areas of Anthropology that we have surveyed in this course.
3. Include a discussion of the article following from the points that may have arisen in group discussions and from your own reading of the article.
4. Incorporate at least one other anthropological source into your paper to either illustrate your discussion or to contextualize the article.
5. Include a bibliography with entries for the article and the additional reference that you used. (hint: see the list of readings included in this syllabus)

(b) Exams

2 exams (30%) each 60%

The lectures will serve to review and elaborate on the topics introduced in the textbook, and to introduce topics not covered in the readings. For examination purposes, students are responsible for all material covered in readings and lectures, including topics presented in videos, handouts and guest lectures.

(c) Other (e.g. Project, Attendance, Group Work)

Discussion group participation 10%

Discussion Group Participation (10%)

In class discussions will begin on October 16.

1. Sign up for a discussion group during class time prior to, or on, October 9. On October 9 you will meet your group and decide who will lead discussion of each article.
2. Each student must choose one date on which they will come prepared to lead the discussion. This is done by reading the article carefully and composing 3 questions to stimulate group discussion. The questions should be based on general themes rather than minute details. Hand in your questions after the discussion. Leading a discussion is worth ½ of your discussion participation mark.
3. The remaining ½ of your discussion participation mark will be earned by participating in group discussions and exhibiting knowledge of the assigned readings (read them, don't fake it!)

Hint: Assignment 2 and the discussion groups are intended to complement each other. The most efficient way to work would be to lead a discussion group and then complete the assignment while the discussion is fresh in your mind. This is not necessary however, as you may choose any article for Assignment 2.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Insert appropriate approved grading system – see last page of this template.)

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

A = 90 - 94%

A- = 85 - 89%

B+ = 80 - 84%

B = 75 - 79%

B- = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0.0 - 49%

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Style Manual for the Social Sciences available at the bookstore and on reserve at the Library.

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/2-5.html