



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

ANTH 104-04
Introduction to Anthropology
2006F

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Karoline Herbison, M.A.		
(b)	Office Hours:	Mo 2 - 3 pm, Tue 1 - 2 pm, Wed 5 - 6 pm, Thu 1 - 2 pm, or by		
(c)	Location:	Paul 334		
(d)	Phone:	370 3371		
(e)	Email:	HerbisonK@Camosun.bc.ca		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Discuss the trends in human evolution and the role of natural selection in the evolution of our species.
2. Outline the relationship among culture, biology and environment in examining human health and disease.
3. Explain the importance of archaeological investigation to modern society.
4. Recognize and explain to others that our culture constructs our realities so that social inequality, for example, is a human invention.
5. Identify key features of language.
6. Use the World Wide Web to investigate anthropological issues.
7. Debate issues of human biology, society and history using anthropological evidence.
8. Critically evaluate evidence used to explain the human past and present.
9. Address ethnocentrism as a barrier to understanding other cultures.
10. Acquire a tolerance of and respect for cultural and biological diversity.

3. Required Materials

(a)	Texts	1. Park, Michael Alan 2006 Introducing Anthropology: An Integrated Approach, 3 rd Edition. Boston: McGraw Hill.
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(b)	Other	2. Six articles in the reserve section of the College library:
		<p>Article 1 Boesch, Christophe, and Hedwige Boesch-Acherman, 1991 Dim Forest, Bright Chimps. <i>Natural History</i>.</p>
		<p><u>Article 2</u> Small, Meredith F. 2003 How Many Fathers are Best for a Child? <i>Discover</i>.</p>
		<p><u>Article 3</u> Lee, Richard B. 1969 Eating Christmas in the Kalahari. <i>Natural History</i>.</p>
		<p>Article 4 Goodman, Alan H. and George J. Armelagos 1985 Disease and Death at Dr. Dickson's Mounds. <i>Natural History</i>.</p>
		<p>Article 5 Gmelch, George (Option for Assignment 1) 1992 Baseball Magic. <i>Elysian Fields Quarterly</i>, All Star Issues.</p>
		<p><u>Article 6</u> Dettwyler, Katherine A. 1988 More than Nutrition: Breastfeeding in Urban Mali. <i>Medical Anthropology Quarterly</i>.</p>

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Please note: This schedule is tentative; possible changes will be announced in class.

Dates	Topic	Readings
Sept. 6	Introduction Defining Anthropology	Chapter 1
Sept. 13	Methods Culture	Chapter 2 Chapter 7 (p. 142 - 149, 151 - 158)
Sept. 20	Evolution Humans as Primates	Chapter 3 (skip p. 44 - 45) Chapter 4, Article 1 (Boesch)
Sept. 27	Human Evolution & Anatomy	Chapter 5
Oct. 4	MIDTERM I Fieldwork	
Oct. 11	Reproduction Family & Social Organisation	Chapter 6 Chapter 10 (p.233 - 241, 243 - 247),
Oct. 18	Family & Social Organisation continued Assignment 1 - Discussion Unit 1 Food & Subsistence	Article 2 (Small) Chapter 9
Oct. 25	Food & Subsistence continued Assignment 1 - Discussion Unit 2	Article 3 (Lee)
Nov. 1	Archaeology	Chapter 11 (p. 252 - 269, 280 -

		288) Article 4 (Goodman and Armelagos)
Nov. 8	MIDTERM II Human Variation	Chapter 8
Nov. 15	Language	Chapter 12
Nov. 22	Religion & Social Order Assignment 1 - Discussion Unit 3	Chapter 13, Article 5 (Gmelch)
Nov. 29	Culture Change Assignment 3 due	Chapter 14, Article 6 (Dettwyler)
Dec. 6	Anthropology Today & Applied Anthropology Wrap up	Chapter 16
TBA (Dec. 11-19)	FINAL EXAM	

5. Basis of Student Assessment (Weighting)

Students' grades are based on three exams (65 %) and three assignments (35 %). You will get a study guide for each exam and a handout with detailed information about assignment two.

(a) Assignments

Assignment 1: Discussion Questions (5%)

This assignment consists of a brief written part and taking part in a group discussion in class. Choose either article 2 (How Many Fathers are Best for a Child?), article 3 (Eating Christmas in the Kalahari), or article 5 (Baseball Magic).

First, read the article and summarize the main issue(s) in three to four sentences (not more). Second, based on the main issues you identified, write three discussion questions. These questions should demonstrate that you understand the main points of the article and that you have thought about their relevance and possible implications.

The questions should *not* just ask for a summary of the article's content but go beyond that and get others to think about the relevance, application, and/or critical evaluation of the issues. You can also relate the topic to your own culture. Questions that can be answered with yes or no are not good for discussion.

We will have three discussion units, and each student will be responsible for leading a 10-minute group discussion based on the questions prepared. Attendance will be taken during these discussions. You will get 1% for taking part in the group discussion, 1% for your summary, and 3 % for your discussion questions.

Due dates are Oct. 18 for article 2, Oct. 25 for article 3, and Nov. 22 for article 5. Your assignment has to be typed and handed in *in class* on the day of the discussion; it will *not* be accepted late.

Assignment 2: Group Presentation (10%) & Written Assignment (15%)

During the second week of classes students will sign up for one of the topics listed below. The first part of the assignment is a class presentation (~ 15 – 20 min.) in groups of four to five students. The second part of the assignment consists of a written discussion of the topic (~ 4 – 5 pages) prepared individually by each student. *Please note:* In the second week of classes you will get a handout with detailed information about this assignment.

Possible Topics:

1. *Family:* Research a culture in which a man can take two or more wives (polygyny) and discuss.

2. *Family*: Research a culture in which a woman can take two or more husbands (polyandry) and discuss.
 3. *Gender*: Gender definitions vary from culture to culture. Research the "Two-Spirit" common in many Native American cultures.
 4. *Archaeology*: Research a particular archaeological project and discuss the methods, findings, and possible problems.
 5. *Language*: Choose an aboriginal language of Canada and research the culture of the people and features of the language.
 6. *Language & Gender*: Research what anthropologists have to say about speech differences between women and men.
 7. *Native Culture*: Research the potlatch common to many native groups in coastal British Columbia.
 8. *Religion*: Research Wicca, one of the fastest growing religious movements.
 9. *Culture Change*: The Yanomami are one of the largest tribes in the Amazon. Research their culture and how it is affected by culture change.
 10. *Tourism*: Pick a region/culture and research how tourism affects people there.
 11. *Body Modification*: Research how people in specific culture modify their bodies (tattoos, piercing, make-up, etc.) and how this relates to their culture.
- Start thinking now about what interests you. You are very welcome to suggest another topic that fits with class material, but this has to be approved by your instructor.*

Assignment 3: Holism in Anthropological Research (5%)

This assignment is based on article 4 (Breastfeeding in Urban Mali) and asks you to identify and describe how exactly the anthropologist is using holism, one of the basic principles of anthropology.

First, summarize the main points of the article in three to four sentences, and then give a brief definition of holism. Second, using *specific* examples from the article, show how the anthropologist uses a holistic perspective in her research. What is it exactly that makes her research holistic?

Third, imagine that someone would research the same culture and topic *without* a holistic approach. With a specific example, briefly describe how the research and the results could likely turn out.

Your assignment should be about three pages (750 words). See guidelines for formatting below* and refer to the citation guide on p. 6 of this outline for proper referencing. The due date is Nov. 29.

* **Formatting**: All assignments must be typed, Font 12, double-spaced, with 1-1.5 inch margins. You do not need to provide a separate title page, but the first page has to clearly show your name, the name and number of the class, the title of the assignment, and the date.

(b) Exams

Midterm I & II (20 % each): The two midterms consist of a mix of multiple-choice, fill-in-the-blanks, and short answer questions. They are based on all materials covered up to that day, including lecture topics, readings, and films.

Final Exam (25 %): The final is based on all materials covered after midterm 2, including lecture topics, readings, and films. It will also include a few general concepts covered earlier in the course. The format is similar to that of the midterms.

Class Participation: Group and class discussions are an integral part of this course. Up to 3 % of *bonus marks* will be given to students who contribute to these discussions regularly and with good comments.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

IMPORTANT: Citation Guide >>>>>>

A BRIEF CITATION GUIDE

Whenever you use outside sources, be it books, articles, websites, etc., you have to provide clear references. Copying someone else's work without proper citation is plagiarism and a serious offense. (See calendar for consequences of plagiarizing assignments.)

You can use MLA, APA, or Chicago citation style. The examples below are in Chicago style. If you have further questions please consult the citation guides available at the college library or ask me.

1. Citation examples for direct quotes

A direct quote means that you use the exact same words or phrase as another author. This requires quotation marks and the clear citation of the source, including the last name of the author, the publication date, and the page number.

- (a) Park states that among the Hutterites the "average age at marriage is twenty-four years for men and twenty-two years for women" (2006:11).
- (b) "The average age at marriage is twenty-four years for men and twenty-two years for women" (Park 2006:11).

2. Citation examples for paraphrased quotes

A paraphrased quote means that you use someone else's idea or information and rewrite or summarize it in your own words. In this case you do not use quotation marks **but you still have to clearly cite your source**.

- (a) According to Park, most Hutterites marry in their early twenties (2006:11).
- (b) Most Hutterites marry in their early twenties (Park 2006:11).

You do not have to put a citation behind every single sentence; often citing your source after a paragraph is enough. The goal is to make clear to your reader, which material is drawn from other writings and which are your own thoughts. This is a necessity in academic writing.

3. References

At the end of your assignment, you have to alphabetically list the sources you refer to. For articles and books, please do this in the same format they are listed in the outline above.

For websites, the format is:

Carlisle, Jennifer

2005 Can belief in God relieve pain? *MSNBC News*, January 12.

<http://msnbc.msn.com/id/6816992/> (last accessed January 30, 2005)