



*School of Arts & Science*  
*SOCIAL SCIENCES DEPARTMENT*

**ANTH 104-001**  
**Introduction to Anthropology**  
**Spring 2008**

**Tue & Thu 2:30 – 5:20 pm, Fisher 338**

**1. Instructor Information**

Instructor: Karoline Herbison, M.A.  
Office: Paul 233  
Phone: 370 3370  
Office hours: Tue 1:30- 2:20pm, Thu 1- 2:20pm, or by appointment  
Email: HerbisonK@Camosun.bc.ca

**2. Intended Learning Outcomes**

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.

Course material will be presented through lectures, PowerPoint presentations, films, and other materials. Emphasis will be placed on interactive learning, and students will be asked to take part in both group and class discussions.

### 3. Required Materials

1. Park, Michael Alan  
2008 *Introducing Anthropology: An Integrated Approach*, 4<sup>th</sup> Edition. Boston: McGraw Hill.

2. Five articles in the reserve section of the College library:

Article 1 (online)

Boesch, Christophe, and Hedwige Boesch-Acherman,  
1991 *Dim Forest, Bright Chimps*. *In Natural History* 100(9):50-58.

Article 2

Lee, Richard B.  
1969 *Eating Christmas in the Kalahari*. *In Natural History* 78(10): 228-232.

Article 3

Small, Meredith F.  
2006 *How Many Fathers are Best for a Child?* *In Annual Editions: Anthropology*. Elvio Angeloni, ed. Pp 84-86. McGraw-Hill: Dubuque.

Article 4

Gmelch, George  
2006 *Baseball Magic*. *In Annual Editions: Anthropology*. Elvio Angeloni, ed. Pp. 177-181. Dubuque: MacGraw Hill.

Article 5

Dettwyler, Katherine A.  
2000 *More than Nutrition: Breastfeeding in Urban Mali*. *In Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Alan H. Goodman, Darna L. Dufour, and Gretel H. Pelto, eds. Pp. 312 - 320. Mountain View: Mayfield.

#### 4. Course Requirements

Students' grades are based on two exams (70 %) and three assignments (30 %). You will get a study guide for each exam and a handout for assignment 3.

**Midterm (35 %):** The midterm consists 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 (35 %):** The final exam 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 the same as that of the midterms.

##### **Assignment 1: In-class Essay (5 %)**

On May 15 you will be given a short essay question testing your understanding of the process of natural selection. You will have 20 minutes at the beginning of class to answer it.

##### **Assignment 2: Questions & Group Discussion (10 %)**

This assignment consists of a brief written part and taking part in a group discussion in class. Choose *one* of the following articles (on reserve in library): article 2 (How many Fathers are Best for a Child?), article 3 (Eating Christmas in the Kalahari), or article 4 (Baseball Magic). Decide on your article by May 13; I will pass around a sign-up sheet in class.

**Part 1:** First, briefly sum up the author's main points in 100 words maximum. Second, based on the main issues, come up with three discussion questions, and provide a brief (~ 250 words) response for each of these questions. The questions should *not* just ask for a summary of the content. Questions and answers should demonstrate that you understand the main issues of the article and that you have thought critically about their relevance and possible implications. These short answers do not allow you to discuss the question in depth but you should offer a balanced view of the issue using cultural relativism. You can also relate the topic to your own culture. Don't avoid difficult questions; those tend to be the most interesting ones. This assignment will be about three to four pages in length (800 - 1000 words). See guidelines for formatting\* below.

You will lose points if a question is answered directly in the article, can be answered with yes or no, cannot possibly be answered without background knowledge, or if is not clearly related to the main points of the article. You will lose points if your response does not relate well to your question, includes obvious false assumptions, or looks at the issue from an ethnocentric and/or one-sided point of view.

**Part 2:** We will have three discussion units, and each student will be responsible for leading a 10-minute group discussion with other students based on the three questions prepared. Attendance will be taken during these discussions.

Your grade is broken down as follows: 1.5 % for the summary, 3 % for the questions, 4.5 % for the answers, and 1 % for attending class and leading the group discussion.

Due dates are May 22 for article 2, June 3 for article 3, and June 10 for article 4. Your assignment has to be typed and handed in *in class* on the day of the discussion; it will *not* be accepted late.

##### **Assignment 3: Anthropology in the News (15 %)**

Students will select one out of four current news articles listed in the assignment handout. The objective of the assignment is to relate the issues in the article to concepts covered in class and to provide a critical commentary. Assignment 3 should be four to five pages (1000 – 1250 words) in length and is due June 17. More detail will follow in the handout.

**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.

**Class Participation:** Group and class discussions are an integral part of this course. Up to 2 % of *bonus marks* will be given to students who contribute to these discussions regularly and with good comments.

**IMPORTANT:** Both exams must be written to successfully complete this course, and they have to be written at the scheduled times. In the case of an emergency or grave illness, you have to inform the instructor *before* the start of the exam and present a medical certificate. There are no exceptions without such a document.

Assignments are due *in class* on the day listed in the course schedule. For late assignments, 5 % of the grade will be deducted per school day, and assignments will **not** be accepted more than *five days* after the deadline. Assignment 2 will *only* be accepted on the due date. You know about assignment deadlines far in advance, so plan ahead.

Please note that there is no option to redo assignments or do extra assignments in this class. However, I encourage you to see me during office hours and get feedback as you are preparing your assignments.

## 5. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	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 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

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

### 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, at Student Services or the College web site at [camosun.ca](http://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.

## 7. Course Schedule

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

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
May 6	Introduction Defining Anthropology	Chapter 1
May 8	Methods Evolution	Chapter 2 Chapter 3 (skip p. 42 - 43)
May 13	Culture <i>Sign-up for Assignment 2</i>	Chapter 4 (skip. p. 64 - 73)
May 15	<b>Assignment 1: In-class Essay (2:30 – 2:50pm)</b> Humans as Primates Human Evolution	Chapter 5, Article 1 (Boesch) Chapter 6
May 20	Human Evolution continued	Chapter 6
May 22	Reproduction Family & Social Organisation <i>Assignment 2 - Discussion Unit 1</i>	Chapter 7 Article 2 (Small)
May 27	Family & Social Organisation continued	Chapter 10
May 29	<b>MIDTERM (2:30 – 4pm)</b> Fieldwork	
June 3	Food & Subsistence <i>Assignment 2 - Discussion Unit 2</i>	Chapter 9 Article 3 (Lee)
June 5	Human Variation	Chapter 8
June 10	Religion & Social Order <i>Assignment 2 - Discussion Unit 3</i>	Article 4 (Gmelch) Chapter 12
June 12	Language	Chapter 11
June 17	Culture Change <b>Assignment 3 due</b>	Chapter 13 Article 5 (Dettwyler)
June 19	Anthropology Today & Applied Anthropology Wrap up	Chapter 15
Exam Period June 23 - 25	<b>FINAL EXAM</b>	

**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, which is most commonly used in cultural anthropology. 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)