



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

**ANTH 104-002**  
**Introduction to Anthropology**  
**Fall 2008**

**Mon & Wed 10 – 11:20 am,**  
**Mon Young 214,**  
**Wed Young 201**

**1. Instructor Information**

Instructor: Karoline Guelke, M.A.  
Office: Paul 233  
Phone: 370 3370  
Office hours: Mo & We 11:30 am - 12:30 pm, Tue & Thu 1 - 2 pm, or by appointment  
Email: GuelkeK@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

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: McGraw 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 three exams (65%) and three assignments (35%). You will get a study guide for each exam and a handout with detailed information about assignment 2. Instructions for assignment 1 and 3 are shown below.

**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 is not cumulative but will include a few general concepts covered earlier in the course. The format is the same as that of the midterms.

#### Assignment 1: Questions & Group Discussion (8%)

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 (Eating Christmas in the Kalahari), article 3 (How many Fathers are Best for a Child?), or article 4 (Baseball Magic). Decide on your article by Sept. 22; I will pass around a sign-up sheet in class.

**(a) Written Part:** First, briefly sum up the author's main points in 100 words maximum. You will lose points if your summary is longer than 110 words; the challenge of this short summary is to identify the key points and describe them clearly.

Second, based on the main issues, come up with three discussion questions. These questions should focus on the key points of the article and can ask for a critical evaluation, application, possible implications, etc. of an issue. The questions should *not* just ask for a summary of the content and possible implications. You can also relate the topic to your own culture. 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 it is not clearly related to the main points of the article.

Third, pick *one* of your discussion questions and provide an answer for it (about 2 pages or 500 words in length). This question should address a key point of the article that you find worth discussing. You can also criticize the author's argument or see how the topic is relevant in another context. This short answer does not allow you to discuss the question in great depth but you should offer a balanced view of the issue using cultural relativism. 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. This assignment will be about three pages in length (750 words). See guidelines for formatting\* below.

**(b) Group Discussion:** We will have three discussion units, and each student who has signed up for that day 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% for the summary, 3% for the three questions, 3% for the discussion of one question, and 1% for attending class and leading the group discussion.

Due dates are Oct. 15 for article 2, Oct. 27 for article 3, and Nov. 19 27 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 2: Research Paper and Presentation OR Research Paper only (20%)**

You have two options for this assignment listed below. By week 3 (Sept 15 & 17) you have to make a decision and sign up for one of the two options and, if you choose option 1, for a topic. *During week 2 you will get a handout with detailed information about this assignment.*

#### **(a) Option 1: Research Paper (10%) & Group Presentation (10%)**

Students who sign up for this option choose a topic and based on that get assigned to groups of three to five people. Students present their topic in class (10-15 minutes) and write a paper individually. The research paper (three to four pages, or 750 - 1000 words) asks you to research one of the topics listed below, discuss it and relate it to material from class. Possible topics areas:

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, features of the language, and the current status 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.

*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.*

**(b) Option 2: Research Paper (20%)**

This option involves writing a longer research paper (about six pages or 1500 words) individually. The objective of the assignment is to research one of the topics listed above (or a similar one of your choice), relate it to material from class, and provide a critical discussion. The paper is due Nov. 24. More detail will follow in the assignment handout.

**Assignment 3: Cultural Relativism in Anthropological Research (7%)**

Cultural relativism is one of the most important principles in anthropology. This assignment asks you to identify and describe how exactly an anthropologist is applying this concept in her research. This assignment is based on article 5 (Breastfeeding in Urban Mali).

First, summarise the anthropologist's research question in one or two sentences. Second, provide a brief definition of cultural relativism. Third, using four or five *specific* examples from the article, show how the anthropologist uses cultural relativism in her research. This part should touch on all the article's key points and include direct or paraphrased quotes from the text. Last, imagine that someone would research the same culture and topic *without* using cultural relativism. Briefly describe how the research and the resulting data could likely turn out. Be specific with your hypothetical example.

Your assignment should be about three pages in length (about 750 words) with part 3 making up about two-thirds of the assignment. See guidelines for formatting below\* and refer to the citation guide on p. 7 of this outline for proper referencing. This assignment is due in class Dec. 1.

Your grade is broken down as follows: 0.5% for the summary, 0.5% for the definition, 3% for part 3, 2% for part 4, and 1% for proper formatting and citations.

\* **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. The pages have to be stapled together. For citation guide see p. 7.

**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:** All three 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 days 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 three 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: Standard Grading System (GPA)

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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 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.

Temporary Grade	Description
<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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.

## 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.

Dates	Topic	Readings
Sept. 3	Introduction	
Sept. 8 & 10	Defining Anthropology Methods	Chapter 1 Chapter 2
Sept. 15 & 17	Evolution <i>Sign-up for Assignment 2</i> Culture	Chapter 3 (skip p. 42 - 43) Handout
Sept. 22 & 24	Humans as Primates <i>Sign-up for Assignment 1</i> Human Evolution	Chapter 5, Article 1 (Boesch)  Chapter 6
Sept. 29 & Oct. 1	Human Evolution continued <b>Wed: MIDTERM I</b>	
Oct. 6 & 8	Food & Subsistence <b>Wed: Assignment 1 - Discussion Unit 1</b>	Chapter 9 Article 2 (Lee)
Oct. 15	<i>Oct. 13 Thanksgiving – College closed</i> Reproduction	Chapter 7
Oct. 20 & 22	Family & Social Organisation <b>Wed: Assignment 1 - Discussion Unit 2</b>	Chapter 10 Article 3 (Small)
Oct. 27 & 29	Human Variation Culture & Archaeology	Chapter 8 Chapter 4 (p. 83-101)
Nov. 3 & 5	Fieldwork <b>Wed: MIDTERM II</b>	
Nov. 10 & 12	Language <i>Wed: Assignment 3 – Presentation(s)</i>	Chapter 11
Nov. 17 & 19	Religion & Social Order <b>Mo: Assignment 1 - Discussion Unit 3</b> <i>Wed: Assignment 3 – Presentation(s)</i>	Chapter 12 Article 4 (Gmelch)
Nov. 24 & 26	Culture Change <b>Mo: Assignment 2 due</b> <i>Wed: Assignment 3 – Presentation(s)</i>	Chapter 13 Article 5 (Dettwyler)
Dec. 1 & 3	Anthropology Today & Applied Anthropology <b>Mo: Assignment 3 paper due</b> Wrap up	Chapter 15
Exam Period* Dec. 8 - 16	<b>FINAL EXAM</b>	

\* Do not make travel or work plans until the final exam schedule is posted; accommodations cannot be made for plane tickets or work schedules.

**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.) In the body of your paper you have to provide citations for every point taken from another author, and at the end of your paper you have to list all references. For the assignments in this course you can use the 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. In- text 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" (2008:11).
- (b) "The average age at marriage is twenty-four years for men and twenty-two years for women" (Park 2008:11).

### 2. In-text 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 (2008:11).
- (b) Most Hutterites marry in their early twenties (Park 2008:11).

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 as shown below. (If you use the internet to access an article which exists in print, you do not need to list the website.)

Carlisle, Jennifer

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

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