



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

ANTH 104-003
Introduction to Anthropology
Fall 2008

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Brenda Clark		
(b)	Office Hours:	Tues 11:00- 12:00; Fri 12:00 – 2:00; Wed 5:00-6:00		
(c)	Location:	Young 212A		
(d)	Phone:	370-3375	Alternative Phone:	
(e)	Email:	clark@camosun.bc.ca		
(f)	Website:	http://www.clark.disted.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.

3. Required Materials

- (a) Texts ; Haviland, Prins, Walrath, McBride (2007) *The Essence of Anthropology*. Thomson Wadsworth.

4. Basis of Student Assessment (Weighting)

(a) Assignments (25%)

Group Discussions (10%)

Group discussions can be an opportunity for students to engage with topics and issues and effectively participate in the classroom setting. As you are not asked to do any extra readings in this course, the group discussions are based on your text book and some web sources.

There will be seven group discussions during the semester; each student in the class will be given an opportunity to lead one of these discussions. The topics are on the next page and I will have a sign-up sheet on my office door for you to declare which discussion topic you wish to lead. The dates of the discussions are shown next to the topic. **You need to sign-up by the end of the second week of classes. NOTE: this is your responsibility as I will not check to make sure that everyone has signed up. If your name isn't on the sheet by the end of Week 2, I will assume you have passed up this opportunity and you will lose the associated marks.**

Everyone in the class is expected to prepare for each group discussion by reading the assigned chapter article and reviewing the relevant web sources (if any). The role of the discussion leader is to lead the group in a discussion of the topic by providing three good focus questions for the group. These questions will be handed in to the instructor at the beginning of the class, so bring two copies with you. Your mark will be based on the quality of your questions your presence in class to a maximum of 4 marks.

The rest of your marks for the group discussions come from your response to **three** other group discussions throughout the semester (2 marks each). At the end of each discussion, take a couple of minutes to write three or four sentences on what you got out of the discussion (for example, what was interesting or relevant to you; what questions arose for you). These responses are to be handed in at the end of that class.

Group Discussion Topics and Resources

1. What can the study of non-human primates tell us about humanity's past?
Tues. Sept 16
 - a. Ch 3 Original Study: *Reconciliation and Its Cultural Modification in Primates*
 - b. Ch 3 Biocultural Connection: *Nonhuman Primates and Human Disease*
 2. Who Owns the Past? Ethics and archaeology. **Tues. Sept 23**
 - a. Ch 4 Original Study: *Whispers from the Ice*
 - b. Ch 4 Biocultural Connection: *Kennewick Man*
 3. What lessons does the Neolithic provide us about our world today? **Thurs. Oct 9**
 - a. Ch 6 Original Study: *The Real Dirt on Rainforest Fertility*
 - b. Ch 6 Biocultural Connection: *Breastfeeding, Fertility and Beliefs*
 4. Language and communication: Does language define humanity? **Thurs. Oct 23**
 - a. Ch 10 Original Study: *Language and the Intellectual Ability of Orangutans*
 5. A third gender: should there be a place in societies for a third gender? **Tues. Nov 4**
 - a. Web Link to [Hijras](#) (from my website)
 - b. Ch 11 Original Study: *The Blessed Curse*
 6. What are the functions of marriage? **Tues. Nov 18**
 - a. Ch 13 Original Study: *Arranging Marriage in India*
 - b. Videoclips linked off my website.
 7. Applied anthropology: Can anthropology play a practical role in the modern world? **Thurs. Dec 4**
 - a. *Development Anthropology and Dams* p. 321
-

- b. *Reconciling Modern Medicine With Traditional Beliefs* p. 297
- c. *New Houses for Apache Indians* p. 249
- d. *Action Archaeology and the Community at El Pilar* p. 122

Archaeology/Biological Anthropology assignment: Anthropology in the News (7%)

For this assignment you are required to find a current news article (published in 2007-2008) that relates to either archaeology or biological anthropology. There is a good selection of anthropology related articles on the website of the Texas A&M University. You can find the link on my webpage – Anthropology in the News. Or you can find your own reputable source.

Your assignment should be about three typed pages, double-spaced (Font 12), that is, about 750 words. Summarize the article's main points. Then comment on how the new findings or the situation described relates to the material covered in this course. You might address such things as: how do the new data fit with previous findings? How does the article contribute to our knowledge? What new questions does it raise? Why do you find this article relevant?

Due date: Thurs Sept 25

Socio-cultural linguistics assignment (8%): UNESCO Masterpieces of Oral and Intangible Heritage of Humanity

UNESCO has identified 90 masterpieces from cultures around the world. A short summary of each masterpiece is presented in a UNESCO document linked off my website. Please browse the various examples and choose **4** to read in more detail and summarize these in a short written assignment. While many different forms of "oral" and "intangible" heritage are represented, please choose two oral and two intangible examples for this assignment. For each, consider the following questions:

- In what way is this an important part of culture?
- Who is involved and what purpose(s) does it serve (i.e. what does it communicate)?
- What elements of modernity threaten the vitality of this cultural tradition?

Due date: Tuesday Oct 23

- (b) Exams:** There are 3 exams and each are worth 25% of your final grade. See the course schedule for the dates of Exam 1 and Exam 2. Exam 3 will be written during the College's exam period. It is your responsibility to be present for **all** exams. Do not schedule holidays before confirming your final examination date.

All exams and the case report must be attempted and an overall passing grade achieved in order to pass this course. Exams must be written at the scheduled times unless prior notice has been given to the instructor and approval received to write at a different time. If a student misses an exam due to illness, s/he must present a medical note to write a makeup exam. There will be no exceptions.

5. Course Content and Schedule: Tu/Th 9:30-10:50

Week of	Topic	Readings
Sept 2-5	1. Course outline and class list 2. Introduction to anthropology	Ch 1
Sept 8-12	1. Biology and evolution 2. The Primates	Ch 2 Ch 3
Sept 15-19	1. Primate social behaviour (Grp. Disc) 2. Field methods: archaeology	Ch 3 Ch 4
Sept 22-26	1. Field methods: palaeoanthropology (Grp. Disc) 2. Human evolution	Ch 4 Ch 5
Sept 29-Oct 3	1. Exam 1 2. The Neolithic Transition Part 1	Ch 6
Oct 6-10	1. The Neolithic Transition Part 2 (Grp. Disc) 2. Modern Human Diversity	Ch 6 Ch 8
Oct 13-17	1. Forensic Anthropology 2. The Nature of Culture	Ch 9
Oct 20-24	1. Language and communication Part 1 (Grp. Disc.) 2. Language and communication Part 2	Ch 10 Ch 10
Oct 27-31	1. Social Identity and Personality 2. Gender (Grp. Disc)	Ch 11
Nov 3-7	1. Exam 2 2. Food and How We Get It	Ch 12
Nov 10-14	1. Remembrance Day, College closed 2. Distribution and Exchange	Ch 12
Nov 17-21	1. Marriage (Grp. Disc) 2. Families	Ch 13 Ch 13
Nov 24-28	1. Beyond the Family 2. Anthropology of Religion	Ch 14, Ch 15, pp 267-273 Ch 16
Dec 1-5	1. Film: "The Shaman's Apprentice" 2. Processes of culture change (Grp. Disc)	Ch 17 and 18

Please note: my classroom is a technology free zone that is, no cell phones, no laptops, no ipods nor other such personal devices are to be used during class.

6. 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** for 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, 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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

7. 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.

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.