



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
ANTH 104
Introduction to Anthropology
Quarter 1/Fall 2009 (Sep-Dec)

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

1. Instructor Information

(a)	Instructor:	Michelle Hardy
(b)	Office Hours:	Tuesdays 1:00 – 2:30 & Wednesdays 11:00-12:30 or by appointment
(c)	Location:	Young 207
(d)	Phone:	250.370.3368
(e)	Email:	HardyM@camosun.bc.ca
(f)	Website:	

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) Text: Haviland, Prins, Walrath, McBride (2010) *The Essence of Anthropology* 2nd edition. Wadsworth, Cengage Learning.
- (b) See “Links” section for an outline of all other required readings & videos.

4. Course Content and Schedule

Please note: Schedule may change – changes will be announced in class.

Week	Topic	Readings
1: September 9 th & 11 th	<ul style="list-style-type: none"> • Course Overview • Intro to Anthropology 	<ul style="list-style-type: none"> • Chpt 1 pp 2-15
2: September 16 th & 18 th	<ul style="list-style-type: none"> • Field Work & Ethics • Wed: Group Discussion #1 on ethics of Kennewick Man & Peru's "Uncontacted Tribes" • Culture and Worldview 	<ul style="list-style-type: none"> • Chpt 1 pp 15-27 • Readings & video listed in "Links" • Chpt 8
3: September 23 rd & 25 th	<ul style="list-style-type: none"> • Primatology • Primate Social Behaviour • Friday: Group Discussion #2 on <i>Language and the Intellectual Ability of Orangutans</i> & videos 	<ul style="list-style-type: none"> • Chpt 3 • Chpt 3 • Pp 164-165 & video clips in "Links"
4: Sept. 30 th & October 2 nd	<ul style="list-style-type: none"> • Biology and Evolution • Trends in Human Evolution 	<ul style="list-style-type: none"> • Chpt 2 • Chpt 4 to p 88
5: October 7 th & 9 th	<ul style="list-style-type: none"> • The Upper Paleolithic • The Neolithic Revolution • Friday: Group Discussion #3 on <i>The Worst Mistake in the...</i> • Friday: Garbage Analysis Due 	<ul style="list-style-type: none"> • Chpt 4 pp 88-93 • Chpt 5 • See reading in "Links"
6: October 14 th & 16 th	<ul style="list-style-type: none"> • Garbology & Course Review • Friday: Mid-Term Exam I 	<ul style="list-style-type: none"> • Rathje (<i>Rubbish!</i>) excerpt on reserve
7: October 21 st & 22 nd	<ul style="list-style-type: none"> • Cities and States • Subsistence & Exchange • Friday: Group Discussion #4 on the continuing world food crisis 	<ul style="list-style-type: none"> • Chpt 6 • Chpt 11 • Readings & video clip in "Links"
8: October 28 th & 30 th	<ul style="list-style-type: none"> • Sex, Marriage & Family • Friday: Group Discussion #5 on <i>Arranging Marriage</i> and Videos 	<ul style="list-style-type: none"> • Chpt 12 • Pp 234-236 & videos in "Links"
9: November 4 th & 6 th	<ul style="list-style-type: none"> • Kinship • Social Identity • Friday: Group Discussion #6 on <i>The Blessed Curse</i> 	<ul style="list-style-type: none"> • Chpt 13 to p 260 • Chpt 10 pp 183-198 • Chpt 10 pp 194-195
10: November 11 th & 13 th	<ul style="list-style-type: none"> • Politics & Power • Spirituality & Course Review 	<ul style="list-style-type: none"> • Chpt 14 pp 286-292 • Chpt 15 pp 296-310
11: November 18 th & 20 th	<ul style="list-style-type: none"> • Wednesday: Mid-Term Exam II • Language & Communication 	<ul style="list-style-type: none"> • Chpt 9 pp 163-171
12: November 25 th & 27 th	<ul style="list-style-type: none"> • Sociolinguistics • Wed: Group Discussion #7 on <i>Body Art As Visual Language</i> • Human Biodiversity - Racism 	<ul style="list-style-type: none"> • Chpt 9 pp 171-181 • Read article cited in "Links" • Chpt 7 pp 130-141
13: December 2 nd & 4 th	<ul style="list-style-type: none"> • Human Biodiversity - Adaptation • Wed: Group Discussion #8 on <i>Stolen Childhoods & Social Stratification</i> • Applied Anthro & Global Changes 	<ul style="list-style-type: none"> • Chapter 7 pp 142-145 • Audio clip & info in "Links" and article on p 128. • Chapter 16
14: December 9 th & 11 th	<ul style="list-style-type: none"> • Wed: Group Posters Due • Wed & Friday: Culture Change Presentations 	

5. Basis of Student Assessment (Weighting)

(a) Assignments (30%)

i. Leading Group Discussions (5%)

Group discussions provide an opportunity to engage with course topics and issues and effectively participate in the classroom setting. The group discussions are based on readings from the text book, supplementary readings and videos (most of these are accessible from the web). In the first few classes, each student will sign up to be a group discussion leader for two of eight group discussions during the semester. Everyone in the class is expected to prepare for each group discussion by doing the assigned readings and/or watching the relevant videos (if any). The role of the discussion leader is to provide 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 and how they relate to the material in the rest of the course. The questions should not simply ask for a summary of the readings/videos, but rather center on the main issues covered in the assigned material, and should demonstrate that you have thought critically about the relevance of these issues and possible implications. Points will be deducted if your questions can be answered yes or no, do not involve critical thinking (e.g. the answer is clearly evident in the article), or rely too heavily on additional knowledge outside of what can be gained from the required readings/videos.

ii. Garbage Analysis Exercise (10%)

The majority of archaeological material is garbage, and the interpretation of these material remains is the focus of archaeological studies. Some archaeological research focuses on late-twentieth century garbage. This exercise provides you with the opportunity to interpret modern "archaeological" material – someone's garbage. A detailed outline of the exercise will be handed out, including a list of the recovered data and a number of questions to answer.

Due date: At the beginning of class on Friday, October 9th

iii. Group Poster Project & Presentation on Culture Change (15%)

Culture change is an ongoing process, something that is continually occurring all around us, and which we are a part of. Working in groups of four, students will examine culture change in one specific social group. Time will be given in class to choose a topic from a provided list of social groups within and outside of our immediate communities. This project allows you to work with others to examine why culture change occurs and the effects that it has on different groups of people. A detailed outline of the expectations of the project will be handed out, along with a number of questions that need to be addressed.

Due date: All group posters due December 9th. Presentations held during classes on December 9th and 11th.

Late Assignments: Students are expected to hand assignments in on time. Assignments will be accepted before the due date. For late assignments, 10% of the grade will be deducted per day, and assignments will not be accepted more than three days after the deadline. Discussion Group questions will only be accepted on the day they are due.

Formatting: All assignments should be double spaced, using 12 point Times New Roman font, and have 1 inch margins. Title pages are not required, but please make sure to include the title of the assignment, your name, the course number, and student number on the first page. Double sided printing of assignments is encouraged. Please use the AAA style guide for citation and references. (http://www.aaanet.org/publications/style_guide.pdf)

(b) Exams (70%)

i.	Midterm I	20%	Friday, October 14th
ii.	Midterm II	20%	Wednesday, November 18 th
iii.	Final Exam	30%	During College Exam Period

Midterm I will cover material up to the mid-term, and Midterm II will cover material after Midterm I. The final exam will be based on all material covered after Midterm II, as well as a few concepts covered earlier in the course. (Further details on exams will be given out in class.) It is your responsibility to be present for all exams. All exams 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. The final exam will be held during the college final exam period. Do not make any Christmas holiday travel plans until you know when all your exams are. No alternative dates will be given for writing the final exam because of travel plans. Additional exams/assignments are not available to students in order to upgrade poor marks.

6. Links for Discussion Groups

i. Group Discussion #1 September 16th on the ethics of the following

Read: Kennewick Man <http://news.bbc.co.uk/2/hi/science/nature/4651831.stm>

Watch: Peru's "Uncontacted Tribes" http://www.youtube.com/watch?v=E_1GhIjn8fY

ii. Group Discussion #2 September 25th on Primate social behaviour

Read: *Language and the Intellectual Ability of Orangutans* pp. 164-165 (course text book)

Watch: "Almost Human" video clips (all three)

<http://ngm.nationalgeographic.com/video/player?titleID=1420186582#/?titleID=fongoli-chimps-1-sparring&catID=1>

iii. Group Discussion #3 October 9th on the transition from food foraging to farming

Read: Diamond, Jared. 1987. The Worst Mistake in the History of the Human Race. *Discover Magazine*. 64-66. at http://www.environnement.ens.fr/perso/claessen/agriculture/mistake_jared_diamond.pdf

iv. Group Discussion #4 October 22nd on subsistence and social organization as evident in the continuing global food crisis

Read:

<http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:22150918~pagePK:64257043~piPK:437376~theSitePK:4607,00.html>

Watch: Video embedded in the above website – World Bank Tripling Fund

v. Group Discussion #5 October 30th on the functions of marriage

Read: *Arranging Marriage* pp. 234-236 in the course text book.

Watch:

1) http://video.nationalgeographic.com/video/player/places/countries-places/togo/togo_multiplemarriage.html

2) http://video.nationalgeographic.com/video/player/places/culture-places/beliefs-and-traditions/india_multiplehusbands.html

3) <http://www.truveo.com/Child-Marriage/id/560465313>

4) http://video.nationalgeographic.com/video/player/places/culture-places/beliefs-and-traditions/uk_gaymarriage.html

vi. Group Discussion #6 November 6th on culturally based attitudes towards gender

Read: *The Blessed Curse* pp 194-195 in the course text book.

vii. Group Discussion #7 November 25th on communication as evident in body art

Read: Schildkrout, Enid. 2001. Body Art As Visual Language. *Museum of Natural History Publication for Educators*. Winter 2001 at -

<http://www.wcc.hawaii.edu/facstaff/dagrossa-p/articles/BodyArtAsVisualLang.pdf>

viii. Group Discussion #8 December 2th on Canada's residential schools as a form of racism

Read: *Social Stratification and Diseases of Civilization: Tuberculosis*. p. 128 (course text book)

Listen: http://www.cbc.ca/news/background/truth-reconciliation/audio/Pauls_TW_June_8.mp3

Get more info at: <http://www.cbc.ca/news/background/truth-reconciliation/>

7. 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 3^d 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.

8. 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 the College web site in the Policy Section.

9. Learning Environment

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Mead

As a group, we can foster thoughtful creativity and commitment to learning within each other over the coming term. Encouraging these attributes involves commitment and respect. Your enrollment in this course signifies a commitment to come to class on time and being prepared to participate by completing the assigned work. Please show your respect for others in the classroom and your commitment to learning by turning off cell phones, ipods, or other personal devices during classes. Use your laptop for note-taking only. Thank you!