



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

ANTH 104-002

Introduction to Anthropology

Fall 2009

COURSE OUTLINE

10:00 – 11:20am,
Mondays & Wednesdays,
Young 325

1. Instructor Information

(a)	Instructor:	Karoline Guelke		
(b)	Office Hours:	Mon 1 - 3pm, Tue 5 - 6 pm, Wed 2 - 3 pm, Thu 10:30 - 11:30 am, or by appointment		
(c)	Location:	Paul 233		
(d)	Phone:	370 3370		
(e)	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.

3. Required Materials

(a) Textbook

Park, Michael Alan
2008 Introducing Anthropology: An Integrated Approach, 4th Edition. Boston:
McGraw Hill.

(b) Four articles found in the reserve section of the College library:

Article 1

Lee, Richard B.

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

Article 2

Goldstein, Melvyn C.

2003 When Brothers Share a Wife. In *Applying Cultural Anthropology: An Introductory Reader*. Aaron Podolefsky and Peter J. Brown, eds. Pp. 201-205. Boston:
McGraw Hill.

Article 3

Gmelch, George

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

Article 4

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 Content and Schedule

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

Dates	Topics	Readings
Sept. 9	Introduction	
Sept. 14 & 16	Defining Anthropology Methods	Chapter 1 Chapter 2
Sept. 21 & 23	Evolution Human Evolution	Chapter 3 (skip p. 42-43) Chapter 6
Sept. 28 & 30	Human Evolution continued Culture & Culture Change <i>Sign-up for Assignment 1</i>	Chapter 6 Handout, Chapter 13
Oct. 5 & 7	Culture continued & Exam Prep Wed: MIDTERM I	
Oct. 12 Oct. 14	<i>Thanksgiving – College closed</i> Food & Subsistence	Chapter 9
Oct. 19 & 21	Food & Subsistence continued Mon: Assignment 1 - Discussion Unit 1 Reproduction	Article 1 (Lee) Chapter 7
Oct. 26 & 28	Family & Social Organisation Mon: Assignment 1 - Discussion Unit 2	Chapter 10, Article 2 (Goldstein)
Nov. 2 & 4	Culture & Archaeology Mon: Assignment 2 due	Chapter 4 (p. 83-101)
Nov. 9 Nov. 11	Mon: MIDTERM II (Nov. 10 - Last day to withdraw) <i>Remembrance Day – College closed</i>	
Nov. 16 & 18	Fieldwork Human Variation Wed: Assignment 3 Presentation(s)	Chapter 8
Nov. 23 & 25	Religion & Social Order Mon: Assignment 3 Presentation(s) Wed: Assignment 1 - Discussion Unit 3	Chapter 12, Article 3 (Gmelch)
Nov. 30 & Dec. 2	Communication Assignment 3 Presentation(s) Wed: Assignment 3 due	Chapter 11
Dec. 7 & 9	Culture Change & Anthropology Today Mon: Assignment 3 Presentation(s)	Chapter 15, Article 4 (Dettwyler)
Exam Period Dec. 14 – 21*	FINAL EXAM	

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

5. Basis of Student Assessment (Weighting)

(a) Exams (65%)

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 the same as that of the midterms.

IMPORTANT: All three exams must be written to successfully complete this course, and they have to be written at the scheduled times. If an emergency or grave illness prevents you from attending an exam, 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.

(b) Assignments (35%) – *Details will follow in assignment handouts*

Assignment 1: Questions & Group Discussion (10%)

This assignment consists of a brief written component (about three pages) and taking part in a group discussion in class. It is based on your choice of *one* of the following articles on reserve in the library: article 1 (Eating Christmas in the Kalahari), article 2 (When Brothers Take a Wife) or article 3 (Baseball Magic). You have to sign up for your article of choice on Sept. 30.

Assignment 2: Subsistence & Contemporary Issues Paper (10%)

Assignment 2 is a brief research paper (about three pages) based on information from two sources: your textbook and the website of Survival International. You are asked to summarize the current situation of five tribal societies and analyse the general patterns based on material from the textbook.

Assignment 3 OPTION 1: Anthropology in the News (15%)

For this option, you will select one out of five short 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. This assignment should be about four pages (1000 words) in length.

Assignment 3 OPTION 2: Presentation (10%) & Paper (5%)

For this option, students decide on a research topic and get assigned to groups of three to five people. Students present their topic in class (10-15 minutes) and write a short paper individually. This research paper (three to four pages, or 750 - 1000 words) asks you to research one of the topics listed below and clearly relate it to concepts from class. Possible topics areas are:

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.

IMPORTANT: Assignments are due *in class* on the day listed in the course schedule (p.3). Assignment 1 will *only* be accepted on the due date. Assignment 2 and 3 will be accepted up to three school days after the deadline, with 5% of the grade deducted per day. Please note that there is no option to redo assignments or do extra assignments in this class. I encourage you to come see me during office hours and get feedback as you are preparing your assignments.

(c) 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.

6. 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	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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

8. A Brief Citation Guide

Whenever you use information from outside sources, be it books, articles, websites, etc. in your assignments, 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" (2006:11).

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

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 (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; if you write a whole paragraph based on another source, putting the citation at the end of the paragraph is enough. The goal is to make clear to your reader what material is drawn from other writings and what are your own thoughts. This is a necessity in academic writing. This also allows your reader to find the sources that you used.

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 course outline above. For websites, the format is as shown below.

Carlisle, Jennifer

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

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