

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 104-002 Introduction to Anthropology Winter 2010</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Brenda Clark		
(b)	Office Hours:	Wed. 4:30-6:00, Thurs. 1:00 – 3:00 or by appointment		
(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. Describe the four fields of anthropology in relation to what they have to offer our understanding of contemporary human issues.
2. Outline holism, cultural relativism as well as the comparative, evolutionary, and bio-cultural approaches – as they relate to our understanding of the anthropological perspective.
3. Discuss the trends in human evolution in order to understand the modern human species.
4. Explain the importance of archaeological investigation to modern society.
5. Describe the basic structure of language as it relates to society and culture.
6. Define culture, including its characteristics and structures, in order to understand its centrality to anthropology.
7. Examine and analyze specific examples such as family structure, religion, social organization, and culture change in relation to anthropologic discourse
8. Address ethnocentrism as a barrier to understanding other cultures.

3. Required Materials

- (a) Text: Haviland, Prins, Walrath, McBride (2010) *The Essence of Anthropology* 2nd edition. Wadsworth, Cengage Learning.
- (b) See “links” section for other required readings and videos
- (c) Article on reserve in Camosun Library: Rathje – *Rubbish!*, Ch 1

The Learning Environment

Your enrolment in this class signifies a commitment to coming to class on time and being prepared by completing your assigned readings. Please show your commitment to learning and your respect for others in the classroom by turning off cell phones, ipods or other personal devices during classes. Use your laptop for note-taking only. Together, let's encourage creativity and a commitment to learning within each other over the following weeks. Thank you.

4. Basis of Student Assessment

(a) Assignments (28%)

A more detailed explanation of the assignments will be handed out in class and posted on my website.

(i) Group Discussions (5%)

Group discussions are opportunities for students to engage with course topics and issues and effectively participate in the classroom setting. The group discussions are based on your text book and some web articles and videos. In the second week of class, each student will be assigned to be a group discussion leader for **two** of seven group discussions during the semester. **Everyone** in the class is expected to prepare for each group discussion by reading the assigned chapter and in-text article/s and reviewing the relevant web sources (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 centre 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 (8%)

It is said that archaeologists are experts on studying other peoples' garbage. This exercise gives you an opportunity to think like an archaeologist to interpret modern "archaeological" material. A detailed outline of the exercise will be handed out in class.

Due date: Feb 16th

(iii) Group Poster Project and Presentation (15%)

Working in groups of four, students will examine some topics relevant to our course. Time will be given in class to choose a topic from a provided list. A detailed outline of the expectations of the project will be handed out. There will be some in-class time provided for groups to check in with each other and the instructor as the term progresses.

Due date: all posters are due April 6th. Presentations will be held during the two last classes of the term.

Students are expected to hand assignments in on time. 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.

(b) Exams: There are 3 exams and **each are worth 24%** 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 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. Additional exams/assignments are not available to students in order to upgrade poor marks.

5. Links for Discussion Groups

Group Discussion #1 Jan. 14 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_1Ghljn8fY

Group Discussion #2 Jan 26 on primate social behavior

Read: Language and the Intellectual Ability of Orangutans pp 164-165 of text

Watch: "almost Human" video clips (linked from my web page)

Group Discussion #3 Feb. 11 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

Group Discussion #4 Feb. 23 on body art as visual language

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>

Group Discussion #5 Mar. 2 on the cultural construction of sex and gender

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

Group Discussion #6 Mar. 11 on arranging marriage

Read: *Arranging Marriage in India* pp 234-236 in text

Watch: videos on marriage linked from my webpage

Group Discussion #7 Mar. 25 on institutionalized racism

Read: *Social Stratification and Diseases of Civilization: Tuberculosis* p 128 in text

Listen: Stolen Children audio clip at

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/>

6. Course Content and Schedule: Tues and Thurs at 3:30-4:50 in Y214

Week	Topic	Readings
1 Jan 4-8	No Class on Tuesday	
	Course outline and registration	
2 Jan 11-15	Introduction to Anthropology	Ch 1 to p.15
	Introduction to Anthropology Fieldwork and Ethics Group discussion on ethics in anthropology	Ch 1 p15-18 and 21-end. Link to “Peru’s Uncontacted Tribes”; “Kennewick Man” on-line
3 Jan 18-22	Culture and Worldview	Ch 8; and Anthropological Introduction to Youtube (web source)
	Primatology	Ch 3
4 Jan 25-29	Primate Social behavior Group discussion on primate social behaviour	Ch 3, and Original Study p. 164 “ <i>Language and the Intellectual Ability of Orangutans</i> ” and “Almost Human” video-clips
	Studying Human Evolution	Ch 2
5 Feb 1-5	Trends in Human Biological Evolution	Ch 4 to page 88
	Exam 1	
6 Feb 8-12	Studying Archaeology: The Upper Palaeolithic	Ch 4 pp 88-93
	Studying Archaeology: The Neolithic Transition Group Discussion on the transition from food foraging to farming.	Ch 5 On-line article: The Worst Mistake...
7 Feb 15-19	Garbology Garbology assignment due.	Rathje (<i>Rubbish!</i>) Excerpt on reserve in CC library
	Reading Break	
8 Feb 22-26	Language and Communication Group Discussion on Body Art As Visual Language	Ch 9 to page 171 On-line article
	Sociolinguistics	Ch 9 pp171-end
9 Mar 1-5	Social Identity: Gender Group Discussion on cultural construction of sex and gender	Ch 10 pp194-198 In Text: <i>The Blessed Curse</i>
	Subsistence and Exchange	Ch 11

10 Mar 8-12	Exam 2	
	Marriage Group discussion on arranged marriages	Ch 12 to p. 240; Arranged Marriages in India; + links
11 Mar 15-19	Family	Ch 12 p 240-end
	Kinship	Ch 13 to p 260
12 Mar 22-26	Anthropology of Religion	Ch 15 to p 309
	Human Biological Diversity: Race and Racism Group Discussion on institutionalized racism and social stratification	Ch 7 to p 140; “Social Stratification and Diseases of Civilization” p. 128 + “links”
13 Mar 29- April 2	Human Biological Diversity: Adaptation	Ch 7 pp 140- end and p. 206 <i>Surviving in the Andes</i>
	Applied Anthropology and Global Challenges	Ch 16
14 April 5-9	Poster presentations	
	Poster presentations	

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.

<i>Temporary Grade</i>	<i>Description</i>
I	<i>Incomplete: 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.</i>
IP	<i>In progress: 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 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: 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.</i>

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.