

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>ANTH 104-001</b>  <b>Introduction to Anthropology</b>  <b>Winter 2013</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Brenda Clark		
(b)	Office Hours:	Tuesday 9:30-10:30 and Friday 10:30-11:30		
(c)	Location:	Young 212A		
(d)	Phone:	370-3375		
(e)	Email:	clark@camosun.bc.ca		
(f)	Website:	D2L		

### 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: Kottak, Conrad and Gezon, Lisa (2012) *Culture*. New York, NY: McGraw-Hill
- (b) Articles: listed below; links to the assigned articles are provided on D2L

#### 4. Basis of Student Assessment

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##### (a) Article/film summaries (15%)

One of the most important academic skills is the ability to read for meaning and to summarize an article or a film in your own words. This assignment will give you practice to develop or refine this skill. Choose two articles from the assigned readings below and write a summary of each for a maximum of 5 marks per summary. In addition, you will do a summary of one of the films shown in class (see class schedule for when those films will be shown) also for a maximum of 5 marks. It would be prudent of you to do one article summary and receive feedback before attempting an in-class film summary.

**Due dates:** the article summaries are due at the beginning of the lecture for which the articles have been assigned (see class schedule). The film summary is due at the beginning of the next class after the film.

**Assigned Articles:** Links for these articles can be found at our D2L site.

*Can You Dig It?* The Economist

*Eating Christmas in the Kalahari*, Richard Lee

*Fa'afafine – Samoan boys brought up as girls*

*When Brothers Share a Wife*, Melvyn Goldstein

*Neanderthals, Humans Interbred – First Solid DNA Evidence*, Ker Than

##### Writing a summary:

- Read the article looking for the **author's main point or points** and the **main conclusions/outcomes**. (Hint: you should find the main point in the first couple of paragraphs and in the conclusion.)
- Be sure to include the author's name (if known) and title of the work in the first sentence of your summary.
- Write the summary in your own words. Keep it short, try for about 7 sentences.
  - Write out the main point in a clear, understandable way.
  - Relay the main results and author's conclusion in a clear, understandable way.
  - Include any important supporting evidence, but avoid the trivial information.
- Write in the present tense.
- The prose is clear and free of grammatical and spelling errors.
- Do not add your own opinions, ideas, or interpretations. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

Format: I prefer that you type and double space your article summaries.

## **(b) Cultural Survival Essay (15%)**

### **Due: Monday Feb. 25 at the beginning of class**

In preparation for doing this assignment, read Chapter 13 “Global Assaults on Local Autonomy” and “Indigenous Peoples”. Then visit the webpage of the organization *Cultural Survival*. Choose **two** issues between 2009 to the present that threaten the cultural survival of indigenous peoples. Examine the photographs; watch the videos; read the articles. The following is an outline of what your essay should look like. It should be approximately 600-750 words in length, type-written in a suitable font such as Times New Roman 12 point and double spaced.

1. Introduction: introduce your essay and tell the reader what it will be about.
2. In one or two paragraphs, geographically locate the indigenous peoples and summarize who they are.
3. In two or three paragraphs, clearly summarize the issues that these peoples are facing.
4. Using cross-cultural comparison, discuss the threats to the cultural survival of the two groups and how they are dealing with these threats. (Two or three paragraphs)
5. Write a concluding paragraph.
6. Citing sources: At the end of your essay, provide a complete citation for the on-line sources using APA format. Do the same for your textbook if you use it. Acknowledge any specific information or quoted words in your essay by numbering the phrase or sentence and using footnotes or endnotes providing paragraph or page numbers.

Your essay must be written in your own words. All relevant information and evidence must be presented. Your essay must be well-organized and free of repetition. The prose must be clear and free of grammatical and spelling errors.

**(c) Exams (70%):** There are 3 exams. Exam 1 is worth 20% and Exams 2 and 3 are each worth 25%. The exams are not cumulative. Exams 1 and 2 are written during scheduled class time (see class schedule) and Exam 3 is written during the College’s Exam Period. It is your responsibility to be present for **all** exams. **Do not make plans to leave Victoria at the end of the term until you know your exam dates.**

All exams must be attempted in order to complete 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. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional; exceeds highest expectations for the assignment or course	9
85-89	A	Outstanding; meets highest standards for the assignment or course	8
80-84	A-	Excellent; meets very high standards for the assignment or course	7
77-79	B+	Very good; meets high standards for the assignment or course	6
73-76	B	Good; meets most standards for the assignment or course	5
70-72	B-	Solid; shows some reasonable command of material	4
65-69	C+	Acceptable; meets basic standards for the assignment or course	3
60-64	C	Acceptable; meets some of the basic standards for the assignment or course	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.

<i>Temporary Grade</i>	<i>Description</i>
<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. <i>(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.)</i>
<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.

## 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.

**COURSE SCHEDULE Monday and Wednesday 10:00-11:20 in Young 300**

**Week 1 Jan 7-11**

**Monday:** Class list, Course Outline

**Wednesday:** The 4 Fields of Anthropology and the Anthropological Perspective  
Readings: Ch. 1 pp 1-6 (to “Human Biological Diversity.....”) and pp12- end.

**Week 2 Jan 14-18**

**Monday:** Culture

Readings: Ch. 2

**Wednesday:** Culture’s Evolutionary Basis: A look at the Primates

Readings: Ch. 2

**Week 3 Jan 21-25**

**Monday:** Culture’s Evolutionary Basis: trends in human evolution

Readings: Map 4: Early Hominins Origin and Diffusion

On-line video: Human Evolution Overview

<http://www.youtube.com/watch?v=frE1rjhH77Y>

**Wednesday:** Becoming Human: Emergence of Modern Humans and Neanderthals

Readings: *Neanderthals, Humans Interbred*; Map 5 and 6

**Week 4 Jan 28 – Feb 1**

**Monday:** Human Adaptability: Culture and Biology

Also: how to write an Anthropology 104 exam.

Readings: Ch. 1 pp. 6-12

**Wednesday:** Applied Anthropology

Readings: Ch. 4

**Week 5 Feb 4-8**

**Monday: Exam 1**

**Wednesday:** Ethics and methods for studying contemporary people

Readings: Ch. 3; AAA Code of Ethics (link from D2L)

**Week 6 Feb 11-15**

**Monday: Family Day. College Closed**

**Wednesday:** Language and Communication

Readings: Ch. 5 pp 80-86 and pp 94-95 (“Language Loss”)

**Week 7 Feb 18-22**

**Monday:** : Language in its Social and Cultural Setting

Readings: Ch 5 pp86-93

**Wednesday:** Making a Living: Subsistence and Exchange

Readings: Ch 6, Map 12; *Eating Christmas in the Kalahari*

**Week 8 Feb 25 – Mar 1**

**Monday:** Local economies and globalization

Readings: Ch.13

**Due date for Cultural Survival Assignment**

**Wednesday:** Local economies and globalization

Film: *Advertising Missionaries*

**Week 9 Mar 4-8**

**Monday:** Environmental Anthropology

Film: *The Shaman's Apprentice*

**Wednesday: Exam 2**

**Week 10 Mar 11-15**

**Monday:** Family and Descent in Cross Cultural Perspective

Readings: Ch 8

**Wednesday:** Marriage in Cross Cultural Perspective

Readings: Ch. 8 (omit “Durable Alliances”); *When Brothers Share a Wife*

**Week 11 Mar 18-22**

**Monday:** Social Identity and Gender in Cross Cultural Perspective

Readings: Ch. 9; *Fa'afafine – Samoan boys brought up as girls*

**Wednesday:** Masculinity in Hip-Hop Subculture

Film: *Hip Hop: Beyond Beats and Rhymes*

**Week 12 Mar 25-29**

**Monday:** Archaeology: the archaeological record; ethics in archaeology

Readings: *Can You Dig it?*

**Wednesday:** Archaeology: insights on early food production

Readings: Map 8; visit the Catal Hoyuk website (link on D2L)

**Week 13 April 1-5**

**Monday: Easter Monday. College Closed.**

**Wednesday:** Urban Archaeology and Garbology

**Week 14 April 8-12**

**Monday:** Ethnicity and Race

Readings: Ch. 12

**Wednesday:** Ethnicity and Race, conclusion