

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>ANTH 104-002</b>  <b>Introduction to Anthropology</b>  <b>Winter 2015</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Brenda Clark
(b)	Office Hours:	Monday 11:30-12:30 or by appointment
(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.

Please turn off your phone when you come to class; you won't need it and use of a cell phone for texting during class is inappropriate and distracting to other students. Students are welcome to use laptops in the classroom but not for entertainment or checking email.

Please be on time for class. If you are late, please enter the classroom quietly and do your best not to disrupt the other students. Please refrain from speaking with your classmates during the lecture. It is disruptive to the people sitting around you, as well as to the instructor. Questions related to the lecture material are welcome.

### 3. Required Materials

(a) Texts:

Dettwyler, Katherine A. (2014) *Dancing Skeletons: Life and Death in West Africa*.

Long Grove, Illinois: Waveland Press, Inc. [Available as an e-book]

Lenkeit, Roberta (2014) *High Heels and Bound Feet and Other Essays on Everyday Anthropology*. Long Grove, Illinois: Waveland Press, Inc. [Available as an e-

book]

(b) Assigned Articles (linked from D2L)

*Unpacking White Privilege*, Peggy McIntosh

*Introduction: Human Evolution*, John Pickrell

*Archaeology 101*, Archaeological Institute of America Education Department

*The Messenger*, Heather Pringle

*Divining Angkor*, Richard Stone

### 4. Basis of Student Assessment

#### Assignments (32%)

#### **a) Group Discussions: Special Topics on Dancing Skeletons (2 at 6 marks each: 12%)**

Two classes will be dedicated to discussions focusing on Katherine Dettwyler's book *Dancing Skeletons*. The objective is to demonstrate how this book helps you understand concepts being presented in lectures. Each of these classes will focus on one particular topic: #1 Research ethics, culture, and ethnocentrism; #2 Health and international development.

There will be 5 groups comprised of an equal number of students; group membership is automatically assigned upon registration to the course. To find your group please log-on to D2L (<https://online.camosun.ca/>). Once you have logged on you will be taken to your home page. At the very top of this page there is a drop down menu entitled 'select a course'. Click on the arrow and select ANTH 104-002. This will take you the home page for this course. Find "Groups" on the navigation bar. Click through the groups until you find your name. You will remain in the same group for all of the discussions.

Each group will be assigned questions pertaining to the main topic. Group members will need to discuss the questions using "Discussions" on D2L in order to formulate a group answer or position. I expect every group member to post at least once demonstrating that you have read the material. On the day of the discussion your group will have 15 minutes to talk it over before splitting up, and joining members of the other groups to share what you have learned. Attendance will be taken on the day of the group discussion for which students will receive one mark.

Each group will also submit a formally written overview of your group's position on the question/issue. This overview will be one or two paragraphs long and is due two days

after the in-class session. Please use the Drop Box on D2L. There will be only one of these overviews handed in per group and each group member will get the same mark so it is important that you work together.

### **Deliverables**

- An in-class presentation to a small group of students on your topic
- A one or two page response to the questions/issue submitted to the Dropbox two days after the in-class group discussion - one overview per group. The summary must be grammatically correct with no spelling errors.

### **Grading**

Discussion post: 1 mark

Attendance for in-class discussion: 1 mark

Written response: 4 marks (this mark is earned only if you have contributed to the final submission)

### **b) Group Discussion: Marriage (10%)**

For this in-class discussion on Monday Feb16 members of each group are responsible for reading/watching one source and bringing the key points of that source to the discussion. The question that you will be discussing is this: How do these case studies highlight the functions of marriage found cross-culturally? [See Lenkeit, Ch. 12 for functions of marriage]

The classroom logistics for this discussion will be the same as outlined above for the Dettwyler discussions. However, since this is ultimately an individual assignment, you don't have to post on D2L.

One week following the discussion each student will hand in a concise summary evaluating the key question above. The write up should be approximately 2 pages, be well organized and clear, and use specific examples from the discussion to make your points.

### **Deliverables**

- An in-class presentation to a small group of students on your case study
- A 2 page response to the discussion question submitted by every student due one week after the in-class discussion.

Group 1: When Taking Multiple Husbands Makes Sense

[http://www.theatlantic.com/health/archive/2013/02/when-taking-multiple-husbands-makes-sense/272726/?single\\_page=true](http://www.theatlantic.com/health/archive/2013/02/when-taking-multiple-husbands-makes-sense/272726/?single_page=true)

Group 2: Maasai men and women talk about polygyny

[http://english.cntv.cn/program/facesofafrica/20120130/101687\\_2.shtml](http://english.cntv.cn/program/facesofafrica/20120130/101687_2.shtml)

Group 3: When brothers share a wife

<http://www.anth.ucsb.edu/faculty/ptaber/VC%20Sp%202014web/whenbrothersshareawife.pdf>

Group 4: Grave Vows: A Cross-Cultural Examination of the Varying forms of Ghost Marriage among Five Societies

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1059&context=nebanthro>

Group 5: The Invention of Marriage

<http://teachers.lakesideschool.org/us/english/perez/documents/CoontzChapter3InventionofMarriage.pdf>

### c) Palaeodiet article/video/audiofile summary (10%)

#### Overview

Evolutionary theory is key to the way anthropologists understand human biology. Biological anthropologists have applied evolutionary theory to understand a number of current diet and exercise trends such as barefoot running, the raw food movement, and the palaeodiet. For this assignment, students will be assigned one of four resources to watch, listen to, or read. In class, students will be divided into small groups to share the key points of the material they were assigned. At the end of the discussion, all students should come away with a good understanding of the key point from the four resources.

The class discussion will consider the following:

*The Paleo Diet suggests that our modern lifestyle is out of sync with our “Paleolithic” bodies. Critically evaluate this concept from an anthropological perspective.*

Each student will write a brief response to this question based on the class discussion, using the information from their own resource as well as details from their peers in class. This assignment should be no more than 2 pages (double spaced and 12 point font) and will need to identify the main ideas of the Paleo Diet before critically evaluating it. (NOTE: To critically evaluate something does not mean being negative, it means digging in to the concept and rationally considering the merits and limitations of the idea.). The written assignment will be marked out of 10; attendance will be taken on the day of the group discussion.

#### The Publications

This is important: I will be assigning you **one** of the four sources

1. Christina Warriner “Debunking the Paleodiet” -  
<http://tedxtalks.ted.com/video/Dubunking-the-Paleo-Diet-Christina> Warriner
2. Dr. Marlene Zuk “Paleofantasy” -  
<http://www.cbc.ca/player/Radio/Quirks+and+Quarks/ID/2381902835/>
3. Ferris Jabr “How to Really Eat Like a Hunter-Gatherer” -  
<http://www.scientificamerican.com/article.cfm?id=why-paleo-diet-half-baked-how-hunter-gatherer-really-eat>
4. Ann Gibbons “Evolution of Diet”, a National Geographic special report  
<http://www.nationalgeographic.com/foodfeatures/evolution-of-diet/>

## Deliverables

- An in-class presentation to a small group of students on your case study
- A 2 page response to the discussion question submitted by every student due one week after the in-class discussion.

**Late Assignments:** Students will NOT be permitted to submit late assignments in this course without a medical certificate. Crashing computers, hungry dogs, work conflicts, running out of ink for printers are not valid excuses so please plan ahead.

## Exams (68%)

There are 3 exams equally weighted toward your final mark. 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 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. 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

### 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

**Tuesday and Thursday 10:30-11:50 in Young 214**

#### **PART 1 WHAT IS ANTHROPOLOGY?**

##### Week 1 Jan 5-9

Tuesday: First meeting for Anth 104: Getting your bearings.

Thursday: Introduction to the Four Fields of Anthropology and the Anthropological Perspective

Readings: Lenkeit Ch. 1, 2, 6 and 7

##### Week 2 Jan 12-16

Tuesday: Culture and Cultures

Readings: Lenkeit Ch. 1, 2, 6 and 7

Thursday: Field methods for studying living people

Readings: Lenkeit Ch. 4 and 5; Dettwyler Ch 1, 2, 4, 5, 7, 8, 9

#### **PART 2 THE CULTURE AND BIOLOGY OF CONTEMPORARY PEOPLE**

##### Week 3 Jan 19-23

Tuesday: Dancing Skeletons Discussion #1: Research ethics, culture, and ethnocentrism

Thursday: Language and Culture

Readings: Lenkeit Ch. 3

##### Week 4 Jan 26-30

Tuesday: Making a Living

Readings: Lenkeit Ch. 8 and 9; Dettwyler Ch. 5 and 7

Thursday: Making a Living in a Globalized World

Film: "Land Rush" (focus questions on D2L. Print and bring to class.)

##### Week 5 Feb 2-6

Tuesday: **Exam 1 (by this time you should have read Chapters 1-9 in Dancing Skeletons)**

Thursday: Family and Kinship

Readings: Lenkeit Ch. 10, 11 and 13; Dettwyler Ch 2 and 9

Week 6 Feb 9-13

Tuesday: Marriage – in-class discussion  
Readings: Lenkeit Ch.12; Dettwyler Ch 2 and 9

Thursday: **READING BREAK. COLLEGE CLOSED**

Week 7 Feb 16-20

Tuesday: Sex and Gender  
Readings: Dettwyler Ch. 9, 10, 11  
**Marriage discussion assignment due today**

Thursday: *Hip-Hop: Beyond Beats and Rhymes*. A case study in the cultural construction of gender.

Week 8 Feb 23-27

Tuesday: Race and Ethnicity  
Readings: *Unpacking White Privilege*

Thursday: Adaptation and Natural Selection. Case studies: the biological meaning of skin colour; malaria and sickle cell trait.

Readings: Lenkeit Ch.4 and 19; Dettwyler Ch 2  
Watch: On-line short video called *A Mutation Story*. Link from D2L

Week 9 Mar 2-6

Tuesday: **Exam 2**

Thursday: Dancing Skeletons Discussion #2: Health and International Development

Week 10 Mar 9-13

Tuesday: How are humans behaviourally similar to and different from our closest animal relatives?

Thursday: How are humans anatomically similar to and different from our closest animal relatives?

Readings: Lenkeit Ch. 20

**PART 3 THE CULTURE AND BIOLOGY OF PAST PEOPLE**

Week 11 Mar 16-20

Tuesday: Methods for understanding the human past and the first bipeds.  
Readings: Lenkeit Ch 21; Pickerell – *Introduction: Human Evolution* (Link from D2L)  
Watch: Human Evolution Overview (Link from D2L)

Thursday: Bipeds with Big Brains: Neanderthals and Modern Humans  
Readings: Pickerell – *Introduction: Human Evolution*

Week 12 Mar 23-27

Tuesday: Group Discussions: The Palaeodiet. [**Assigned article/video summary due.**]

Thursday: Introduction to Archaeology: Material Culture

Readings: Lenkeit Ch. 22; *Archaeology 101*

Week 13 Mar 30-April 3

Tuesday: Archaeological Fieldwork and Ethics

Readings: Pringle, *The Messenger*

**Palaeo-diet assignment due today**

Thursday: Archaeology, conclusion

Readings: Stone, *Divining Angkor*

Week 14 April 6-10

Tuesday: Applied Anthropology

Thursday: Review