

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>ANTH 220-001</b>  <b>Cultural &amp; Social Anthropology</b>  <b>Fall 2017</b></p>
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## COURSE OUTLINE

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Anthropology 220 builds upon topics introduced in Anthropology 104, such as marriage, kinship and economics. By no means will the lectures repeat what you learned in 104. I will also be new topics such as the anthropology of childhood, political anthropology, migration, and medical anthropology. This course is set up as a seminar course; this means I will be giving lectures on the Tuesday, and on Thursday the class will split into two seminar groups. During the seminars you will be able to apply the concepts that you learned in the lecture to current readings in anthropology.

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

### 1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Tues 10:30-11:20, Thurs 10:30-11:20, or by appointment		
(c)	Location:	Young 212A		
(d)	Phone:	250-370-3375		
(e)	Email:	tudor@camosun.bc.ca		

### 2. Intended Learning Outcomes

Upon satisfactory completion of this course the student will be able to undertake the following:

1. Define the concept of culture and explain its significance as the human mechanism for adapting to and transforming the world.
2. Explain how and why anthropologists do ethnographic fieldwork.
3. List the characteristics of language and distinguish between language and non-human animal communication systems.
4. Explain and give examples of the relationship between language and culture.
5. Describe the major types of subsistence strategies that humans use to meet biological and culturally constructed needs.
6. Explain the functions of ideological systems in all human societies.
7. Describe cultural variations in sexual practices, marriage, family form, and gender relations from an anthropological perspective.
8. Outline the types and extent of inequality in the contemporary world.
9. Assess concepts of development and the impact of globalization on indigenous and traditional peoples.
10. Undertake small projects that replicate ethnographic fieldwork.
11. Construct anthropological genealogies to interpret cross-cultural features of kinship, descent and marriage.
12. Using a variety of anthropological sources, research and write papers in anthropological style.
13. View human behaviour from a cultural anthropological perspective.
14. Celebrate cultural and linguistic diversity.
15. View global capitalism and world poverty from an anthropological perspective.
16. Demonstrate a respect for the survival strategies that Third and Fourth World peoples use to cope with the consequences of systemic poverty.

### 3. Course Objectives

#### During this course, you will learn

- The ways anthropology is relevant and can be applied to daily, contemporary life
- Important terms and concepts in anthropology
- And theories, themes and debates in anthropological thought

#### These objectives will be achieved through:

- Critical reading/analysis of the literature and film
- Short writing assignments,
- Lectures,
- Classroom discussion and activities,
- Applied group project or research project

#### To be successful in these objectives, you are expected to:

- Attend class regularly,
- Actively participate in the class discussions, activities and readings, and
- Study and review class materials for the exams

### 4. Required Materials

Introductory textbooks are helpful in a first year course as a way to expose students to the central approaches and concepts in anthropology. However, they rarely give students a clear sense of the types of questions cultural anthropologists ask, and how we go about conducting research. The best way to understand these things is to read ethnographies. Ideally, I would have you read two or three ethnographies over the semester. For this course, we will make do with one ethnography and several articles. The ethnography is for sale in the bookstore. The articles and book chapters are available through D2L. Students are responsible for coming to class with the week's reading completed. There is now an open access textbook available for anthropology. This textbook is not required material for the course, but is available for free if you would like to refer to it.

#### (a) Books (required)

Holmes, Seth

2013 Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press.

#### (a)Books (optional)

Brown, N., McIlwrath, T. and Tubelle De Gonzales, L.

2017 Perspectives: An Open Invitation to Cultural Anthropology. (Open access textbook)

#### (b) Additional Readings (required)

Please note all articles can be found on the content page in D2L

Collard C. & S. Kashmeri. (2016) Embyro Adoption; Emergent Forms of Siblingship among Snowflake Families

De Boek, J. (2009) *At Risk, as Risk: Abandonment and Care in a world of Spiritual Insecurity*. In *Devils Children: From Spirit Possession to Witchcraft*. Routledge.

Jorgensen, D. (2006) *Hinterland History: The Ok Tedi Mine and Its Cultural Consequences*. *The Contemporary Pacific*, 8(2): 233-263.

Mayblin, M. (2010) *Learning Courage: Child Labour as Moral Practice in Northeast Brazil*. *Ethnos*, 71(1), 23- 48.

Newhouse, David (2011) *Urban Life: Reflections of a Middle Class Indian*. In *Aboriginal Peoples in Canadian Cities: Transformations and Continuities*. Eds Howard, H and C. Proulx. Waterloo, Ontario: Wilfred Laurier University Press

Smith, D. (2006) *Love and the Risk of HIV*. In *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Chicago: University of Michigan Press

Wardlow, H. (2006 ) *All's Fair When Love is War: Romantic Passion and Companionate Marriage Among the Huli of Papua New Guinea*. In *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Chicago: University of Michigan Press.

#### **4. Basis of Student Assessment (Weighting)**

##### **(a) Assignments (55%)**

###### **1. Seminar Participation (10%)**

Your participation mark will come from your attendance and involvement in the seminars throughout the semester. Students who miss more than three seminars will receive a zero for participation

###### **2. Seminar Worksheets (5% x 5 = 25%)**

It is imperative that all students complete the course readings before seminar and come prepared to contribute. To encourage this, students will be graded on five out of six work sheets pertaining to the readings being discussed in the weekly seminars throughout the semester. The readings for this assignment are marked with an asterisk on your "Course Schedule at a Glance Page". These work sheets will be submitted to D2L through the dropbox. Worksheets must be submitted before seminar and a copy must also be brought to class. Students may only submit one worksheet per week. Please see the rubric for this assignment for the basis upon which this assignment will be graded.

###### **3. Term Paper & Presentation (20%)**

Students will be given the option of group or individual project for this semester.



Week 7: Oct 17 & 19	Marriage & Gender	Seminar 6 - Discussion of Wardlow and Smith*	Wardlow and Smith articles
Week 8: Oct 24 & 26	Religion	Seminar 7 – Discussion of de Boek*	de Boek article
Week 9: Oct 31 & Nov 2	Economic Anthropology	Seminar 8 – Discussion of Jorgensen* & audio file	Jorgensen “Hinterland History”* & “Mining Capitalism” audio file
Week 10: Nov 7 & 9	Globalization & Migration	Seminar 10- Discussion of Holmes (Chapters 2–4)*	Holmes Chapters 1-4 *
Week 11: Nov 14 & 16	Medical Anthropology	Seminar 11 – Discussion of Holmes (Chapters 5-7)*	Holmes Chapters 5- 7*
Week 12: Nov 21 & 23	Political Anthropology: Nationalism and the State	Seminar 12 – Term project meetings	Reading TBA
Week 13: Nov 28 & 30	Political Conflict: Civil War in South Sudan	Documentary: South Sudan	
Week 14: Dec 5 & 7	Presentations	<b>No Seminar</b> <b>Term Projects Due</b>	

## 6. Detailed Course Schedule

\*\*\* Please note that the key concepts are from the lecture material only. Additional key concepts will be introduced through the ethnography and articles.

### Week 1

#### Topics

- Cultural Anthropology
- Culture
- Globalization
- Power

#### Key Concepts

<ul style="list-style-type: none"> <li>• Cultural anthropology</li> <li>• Ethnocentrism</li> <li>• Cultural relativism</li> <li>• Holism</li> <li>• Globalization</li> <li>• Time-space compression</li> <li>• Flexible accumulation</li> <li>• Uneven development</li> <li>• Increased migration</li> <li>• Norms</li> </ul>	<ul style="list-style-type: none"> <li>• Values</li> <li>• Symbol</li> <li>• Mental maps of reality</li> <li>• Power</li> <li>• Stratification</li> <li>• Hegemony</li> <li>• Habitus</li> </ul>
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Required Reading:

**Week 2**

**Topics**

<ul style="list-style-type: none"> <li>• Fieldwork</li> <li>• Ethnography</li> </ul>
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**Key Concepts**

<ul style="list-style-type: none"> <li>• ethnography</li> <li>• ethnology</li> <li>• ethnographic fieldwork</li> <li>• participant-observation</li> <li>• reflexivity</li> <li>• interview</li> <li>• life history</li> <li>• polyvocality</li> <li>• anonymity</li> </ul>	<ul style="list-style-type: none"> <li>• qualitative data</li> <li>• quantitative data</li> <li>• field notes</li> <li>• rapport</li> <li>• key informant</li> <li>• emic</li> <li>• etic</li> <li>• survey</li> <li>• intersubjectivity</li> <li>• multi-sited ethnography</li> </ul>
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Required Reading:

- BBC 4 podcast “From Savage to Self”, episode: Anthropology in Crisis

**Week 3**

**Topics**

- Theory
- Cannibalism

**Key Concepts**

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|--|--|
| <ul style="list-style-type: none"><li>• Unilineal evolution</li><li>• Race theory</li><li>• Historical particularism</li><li>• Biocultural functionalism</li><li>• Structural functionalism</li><li>• Survival cannibalism</li><li>• Medical cannibalism</li><li>• Endocannibalism</li><li>• Exocannibalism</li><li>• Cultural materialism</li></ul> | <ul style="list-style-type: none"><li>• Interpretive approach</li><li>• Feminist approach</li><li>• Postmodernism</li><li>• Critical approach</li><li>• Structurism</li><li>• Agency</li><li>• Colonialism</li><li>• Orientalism</li></ul> |
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Required Readings

- BBC Radio 4 “From Savage to Self”, episodes: The Colonials Encounter, Culture Goes Plural, and Participating and Observing

Recommended Readings

- Conklin, B. (1995) “Thus are our bodies, thus was our culture”: Mortuary Cannibalism in an Amazonian Society. *American Ethnologist*, 22(1), 75-101.

**Week 4**

Topics:

- Art
- Visual Anthropology

## Week 5

### Topics

- Kinship
- Adoption
- Childhood

### Key Concepts

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|--|---|
| <ul style="list-style-type: none"> <li>• Kinship</li> <li>• Lineage</li> <li>• Clan</li> <li>• Age grade</li> <li>• Age set</li> <li>• Biogenetic kinship</li> <li>• Sharing based kinship</li> <li>• Adoption</li> <li>• Kinning</li> </ul> | <ul style="list-style-type: none"> <li>• Child labour</li> <li>• Child work</li> <li>• Kinning</li> <li>• Developmentalism</li> </ul> |
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### Required Readings

- Mayblin - Learning Courage: Child Labour as Moral Practice in Northeast Brazil.
- Collard & Kashmeri – Embyro Adoption; Emergent Forms of Siblingship among Snowflake Families

## Week 6

### MIDTERM EXAM



## Week 7

### Topics

- Marriage
- Gender

### Key Concepts

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Marriage</li><li>• Arranged marriage</li><li>• Companionate marriage</li><li>• Monogamy</li><li>• Polygyny</li><li>• Polyandry</li><li>• Monogamy</li><li>• Endogamy</li><li>• Exogamy</li><li>• Bridewealth</li></ul> | <ul style="list-style-type: none"><li>• Dowry</li><li>• Gender</li><li>• Cisgender</li><li>• Gender performance</li><li>• Gender ideology</li><li>• Transgender</li><li>• Gender stratification</li><li>• Gender stereotype</li></ul> |
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### Required Readings

- Wardlow – All's Fair When Love is War
- Smith – Promiscuous Girls, Good Wives and Cheating Husbands

## Week 8

### Topics

- Religion
- Pentecostal Christianity
- Witchcraft
- .....

### Key Concepts

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Supernatural</li></ul> | <ul style="list-style-type: none"><li>• Magic</li></ul> |
|--|---|

<ul style="list-style-type: none"> <li>• Religion</li> <li>• Deities</li> <li>• Animism</li> <li>• Animatism</li> <li>• Myth/doctrine</li> <li>• Ritual</li> <li>• Rite of passage</li> <li>• Liminality</li> <li>• Communitas</li> </ul>	<ul style="list-style-type: none"> <li>• Imitative magic</li> <li>• Contagious magic</li> <li>• Symbol</li> <li>• Syncretism</li> <li>• Pentecostal Christianity</li> <li>• Symbolic violence</li> </ul>
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#### Required Readings

- De Boek "At Risk, as Risk: Abandonment and Care in a World of Spiritual Insecurity"

### Week 9

#### Topics

<ul style="list-style-type: none"> <li>• Economic Anthropology</li> <li>• Global economy</li> <li>• Resource extraction</li> <li>• Mining</li> </ul>
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#### Key Concepts

<ul style="list-style-type: none"> <li>• Economy</li> <li>• Food foragers</li> <li>• Pastoralism</li> <li>• Horticulture</li> <li>• Agriculture</li> <li>• Carrying capacity</li> <li>• Reciprocity</li> <li>• Redistribution</li> <li>• Colonialism</li> </ul>	<ul style="list-style-type: none"> <li>• Core countries</li> <li>• Periphery countries</li> <li>• Neoliberalism</li> <li>• Commodity chains</li> <li>• Flexible accumulation</li> <li>• means of production</li> <li>• modes of production</li> </ul>
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<ul style="list-style-type: none"> <li>• Modernization theory</li> <li>• Development</li> <li>• Dependency theory</li> </ul>	
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**Required Readings**

- Jorgensen – Hinterland History: The Ok Tedi Mine and Its Cultural Consequences
- Kirsch – CBC Radio “Mining Capitalism”

**Recommended Readings**

Filer and MacIntyre - Grass Roots and Deep Holes: Community Responses to Mining in Melanesia

**Week 10**

**Topics**

<ul style="list-style-type: none"> <li>• Migration</li> <li>• Migration Trends</li> <li>• Globalization &amp; Migration</li> </ul>
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**Key Concepts**

<ul style="list-style-type: none"> <li>• Migration</li> <li>• South-north migration</li> <li>• Macro-structures</li> <li>• Micro structures</li> <li>• Meso structures</li> <li>• Migrant</li> <li>• Internal migration</li> <li>• International migration</li> </ul>	<ul style="list-style-type: none"> <li>• Forced migrant</li> <li>• Refugee</li> <li>• Internally displaced person</li> <li>• Push-pull</li> <li>• Remittance</li> <li>• Brain drain</li> </ul>
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**Required Readings**

- Holmes – Fresh Fruit, Broken Bodies, Chapters 1-4

## Week 11

### Topics

- Medical Anthropology
- Cultural competency
- Health and Inequality

### Key Concepts

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|--|--|
| <ul style="list-style-type: none"><li>• Health</li><li>• Disease</li><li>• Illness</li><li>• Disease etiology</li><li>• Ethnomedicine</li><li>• Biomedicine</li><li>• Health transition</li><li>• Critical medical anthropology</li><li>• Medicalization</li></ul> | <ul style="list-style-type: none"><li>• Medical migration</li><li>• Medical pluralism</li><li>• Illness narratives</li><li>• Clinical gaze</li><li>• Cultural competency</li><li>• Structural competency</li></ul> |
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### Required Readings

- Holmes - Fresh Fruit, Broken Bodies, Chapter 5-7

## Week 12

### Topics

- Political anthropology
- The State
- Nationalism

### Key Concepts

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• State</li></ul> |
|--|---|

<ul style="list-style-type: none"> <li>• Political Anthropology</li> <li>• Power</li> <li>• Politics</li> <li>• Political organization</li> <li>• Band</li> <li>• Tribe</li> <li>• Chiefdom</li> </ul>	<ul style="list-style-type: none"> <li>• Governmentality</li> <li>• Nation-State</li> <li>• Nationalism</li> <li>• Nation</li> <li>• Imagined community</li> </ul>
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**Week 13**

**Topics**

- Social Conflict
- Civil War in South Sudan
- Documentary: *We Were Rebels*

**Key Concepts**

<ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Ethnic conflict</li> <li>• Civil war</li> <li>• Feuding</li> <li>• Rebellion</li> <li>• Revolution</li> </ul>
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**Required Readings**

- South Sudan Humanitarian Project website

**Week 14**

**Student Presentations**

## 6. Instructional Policies

### 6.1 Late Penalty

All assignments must be completed and submitted on the date assigned. All late written work will be penalized **5 percent** per day late, unless an extension is legitimately warranted and approved by the instructor well in advance of the assignment due date. Assignments will not be accepted beyond one week of their due date. Please note that time sensitive material such as seminar papers and group presentation material will not be accepted late.

### 6.2 Written Assignments

All assignments must be typewritten, double-spaced, pages numbered and properly cited and referenced using APA referencing format. Undocumented paper (papers without in-text citations) will not be accepted.

### 6.3 Mark/Grade Challenges and Appeals

A student wishing to question a mark assigned by the instructor on any course evaluation component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

### 6.4 Laptops and Cell Phones

Please turn your cell phone to vibrate and put it away during class. It is distracting and disrespectful to your classmates and instructors to text, play games, or receive calls during class. Laptops are permitted for note taking purposes only, no checking email, working on other assignments, watching movies, etc. Student doing such things will lose the privilege of bringing their laptops to class.

### 6.5 Student Responsibility

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.

## 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

**The University of Victoria describes their grading as follows:**

<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
<b>B+</b> <b>B</b> <b>B-</b>	6 5 4	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
<b>C+</b> <b>C</b>	3 2	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

**8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

*It is recommended that for written assignments students use the writing centre and consult the Social Science Research Manual (available for purchase in the Camosun College bookstore and on reserve in the library).*

**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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

**ACADEMIC CONDUCT POLICY**

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)