



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE - WINTER 2020**

**AN2070 (A3): Introduction to Social and Cultural Anthropology – 3 (3-0-0)**

**INSTRUCTOR:** Shawn Morton, PhD                      **PHONE:** 780-539-2847  
**OFFICE:** C-402    **E-MAIL:** smorton@gprc.ab.ca  
**OFFICE HOURS:** Mondays and Tuesdays, 11:20 a.m. - 1:00 p.m.

**CALENDAR DESCRIPTION:**

The comparative study of human society and culture, particularly non-western communities, with special attention to the family, social structures, economic and political institutions, religion and processes of change.

**PREREQUISITE(S)/COREQUISITE:** None. Second year standing and an introductory course in anthropology are recommended.

**REQUIRED TEXT/RESOURCE MATERIALS:**

Kenny, Michael G. & Kirsten Smillie (2017) *Stories of Culture and Place: An Introduction to Anthropology*, 2<sup>nd</sup> Ed. University of Toronto Press.

**DELIVERY MODE(S):** Lecture, discussion, activities, videos and readings

**COURSE OBJECTIVES:**

- To establish an anthropological framework which can be used to facilitate an understanding of the diverse cultures of this world, including economic, social, political and ideological systems;
- To study a variety of topics in cross-cultural perspective; and
- To introduce a variety of research methods used by anthropologists.

**LEARNING OUTCOMES:**

**Students will be able to:**

- Be comfortable with the vocabulary and concepts of socio-cultural anthropology
- Be able to critically analyse assigned readings and find answers to questions posed by the instructor
- Be able to summarize their findings for fellow students
- Understand the value of ethnography, as the careful description of particular ways of life in particular settings
- Appreciate the anthropological reliance on ethnology, the generalizations made by comparing ethnographies
- Implement one of several qualitative research methods, i.e. interviews, participant observation, content analysis or archival research. Through their own work and hearing

of others', students are then equipped with a variety of strategies for conducting research in other settings

- Present reports on qualitative research methods orally in a safe environment, enhancing their public speaking skills

**TRANSFERABILITY:** UA, UC, UL, AU, AF, CU, CUC, KUC

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

**EVALUATIONS:**

Assessment	Total Point Value	Weight
9 reading quizzes (5 pts each)	45 pts	22.5%
Assignment: Part One	35 pts	17.5%
Assignment: Part Two	35 pts	17.5%
Assignment: Part Three (Presentations)	25 pts	12.5%
Assignment: Part Four	60 pts	30%
Total	200 pts	100%
Extra credit for up to 10 points		5%

**RQ – Reading quizzes (9 reading quizzes at 5 points each for 45 points total)**

You will be given 9 reading quizzes covering chapters in our textbook throughout the semester. These are intended to ensure you are keeping up with your readings. Each quiz will consist of 5 multiple-choice questions. **Reading Quizzes are to be completed on our Moodle page, and will open Mondays at 8 am and close Sundays at 11:59 pm as indicated on the schedule.**

**A Semester-Long Project... In Four Parts (155 points total)**

As we discuss in class, the bread-and-butter of fieldwork in social and cultural anthropology is centred on the concept of participant observation, and perhaps the most fundamental product of this is the ethnography. This project is intended to take you through the process of ethnographic research in four distinct (and blessedly bite-sized) parts.

Skills and learning objectives: In this assignment you will practice (de)familiarization, semi-structured field observation, taking and organizing field notes, presentation skills, and applying anthropological concepts and perspectives to data gathering in order to gain experience in how anthropologists "code" observational data.

Note: You ARE NOT permitted to conduct formal interviews as part of this assignment, just observation.

*Part One - Data Collection/Participant Observation (35 pts)*

- **NO LESS THAN 3 TIMES**, spend **30-60 minutes** in a publicly accessible location (a space that is available to you as a member of the public, student, or worker, *not* one that is private, proprietary, or requires special permissions to be in and report about). This space can be an everyday place.

OR

- **ONE TIME**, spend **AT LEAST 90 minutes** at a public event or special gathering (an event that is available to you as a member of the public, student, or worker, *not* one that is private, proprietary, or requires special permissions/payment to be in and report about).
- Direct your attention to observing the space and the people, beings, and things around you. As you observe, take down notes of all you see and notice. While recording *everything* you observe, try to identify what things you might usually take for granted. If you're in a familiar space, challenge yourself to make the familiar strange, in other words, to write about things you take for granted as something culturally produced and not necessarily "right" or "natural" or "common sense." If you're in an unfamiliar setting, try to make sense of what is going on in terms of those who belong to it—that is, try to make the strange familiar. Write down descriptions that don't assume you know what something is or why something is done a particular way. Don't be afraid to include speculations in your notes.
- Take into the field a notebook and writing instrument, computer, or phone (for recording personal voice memos; **DO NOT RECORD OTHERS**). Take also a mental "checklist" of socio-cultural features that can be observed in human social spaces. Such a list might include but is not limited to: *language/gesture, sights and sound, ideologies, ways relations are structured or enacted, relational activities (human and non-human), how material cultural objects are part of or excluded from the space, rituals and performances, gendered signs and processes, racialized spatializations, social inclusions or exclusions, sexism, racism*. Take detailed notes while you are doing this or wait until you are finished and write down your experience right away so you don't forget. Write down everything you see, hear, feel, smell, taste, and or perceive in any other way.
- On the date indicated in your schedule, I want you to turn in your typed-up notes. Classify these using a checklist like that noted above. Make sure that you provide enough context for me to understand what you are referring to (i.e. be careful of being too brief in your notes... the more detail you include now, the easier your task will be in the next step). Feel free to include drawings or sketches (**NO PHOTOGRAPHS**).
- **The final product for this part of the assignment should be 4-6 pages of typed (double spaced) field notes.** Minimum 1500 words.

*Part Two - Synthesis/Thick Description (35 pts)*

- Write up your field notes into a clear, cogent description. Although this is not a formal essay with a thesis or argument, you must title your essay, use standard good writing skills, and organize description through logically flowing paragraphs.
- On the date indicated in your schedule, I want you to turn in your description. This is your opportunity to contextualize your study: Who are you? What perspective/biases do you bring? Why did you choose the place/event that you chose? How do you make sense of the interactions, categories, or biases that you observed? Can you identify any individual “stories” within your notes?
- **The final product for this part of the assignment should be 5-7 pages of typed (double spaced) synthesis.** Minimum 2000 words.

*Part Three - Presentation (25 pts)*

- **The last week or two of class (depending on enrolment) will be devoted to student presentations.**
- Presentations are to be short (no more than 7 minutes) and should cover the basics of your study: Where you went. Who you observed. What and why. If you noted something of particular interest to you, this is your opportunity to share that interest with others! It is okay to focus on such aspects. While not required, you may make use of presentation media such as Powerpoint, Keynote, Prezi, etc.
- Note: If you are uncomfortable presenting in public, you can record a presentation to be played for the class. Please let me know ahead of time should you choose this option.

*Part Four - Reflection and Analysis (60 pts)*

- You’re going to need to use Microsoft Word for this one.
- First, read over your synthesis and edit according to the feedback received from Part Two.
- Second, use the coloured highlighter function to highlight phrases or sentences that relate to concepts or processes we’ve studied in class.
- Then **annotate** your highlighted parts, here’s how: Use the footnote function to put a footnote after those highlighted phrases or sentences. In those footnotes, relate what you observed and highlighted to a concept or process we have discussed in class. Explain what that anthropological concept or process is, then offer your own analysis or speculation of what is going on. You do not have to do a bibliography referencing the concepts or lectures, because the purpose of this is to show how you can observe and identify examples of what we’ve been exploring. You can go ahead and speculate/use educated guesses when you can. Some of your footnotes will point to things that require that you reference multiple concepts and processes, this is just fine and indicates how social life is anthropologically complex.

**The final product for this part of the assignment is this corrected and annotated synthesis. You must provide a minimum of 20 annotations**, but see how many anthropological concepts and processes you can discover and point out!

### Extra Credit (up to 10 points)

Extra credit is as stated, extra points above and beyond your regular class assignments. These points are somewhat easy to acquire, but in order to receive any point you must do exactly as asked. One sure fire way to receive extra credit is by **coming to office hours for a chat** (worth 5 points; one time only). Other opportunities will be announced throughout the semester.

### GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69.9
A	4.0	85-89.9	C	2.0	63-66.9
A-	3.7	80-84.9	C-	1.7	60-62.9
B+	3.3	77-79.9	D+	1.3	55-59.9
B	3.0	73-76.9	D	1.0	50-54.9
B-	2.7	70-72.9	F	0.0	00-49.9

### STUDENT RESPONSIBILITIES:

Late Assignment/Make-up Policy: No extensions or makeup assignments will be provided except under extremely unusual circumstances and at the instructor's discretion. Students are expected to adhere to the schedule clearly outlined in this syllabus.

Attendance and Participation: **Attendance is highly encouraged.**

Classroom Climate Expectations: In order to create and maintain a safe and productive learning environment in the classroom, standards of behaviours are expected as follows:

1. **Listen** attentively and **take notes**
2. **Communicate** clearly and actively when asking questions or during discussions
3. **Be respectful** when asking questions/discussing topics with everyone
4. **Refrain** from excessive talking or use of technology for **NONACADEMIC PURPOSES** (see note below for more information on technology in the classroom)
5. Exit and re-enter class **quietly** if you need to take an important call or use the restroom
6. **Notify** the instructor if you need to leave class early or may arrive late

If you choose to violate the above expectations, either once or repeatedly the following consequences will be enforced:

1. Verbal warning
2. Loss of participation points and documentation via NAU GPS, or
3. Mandatory meeting after class/in office hours, or
4. Request to leave class immediately for that day, or

5. Dropping from the class roster (i.e. mandatory withdrawal from the class), or
6. Mandatory meeting at the Office of Student Life if in violation of University Code of Conduct (only if repeated warnings and interventions and unsuccessful)

**Note on technology use in the classroom:** While I am aware of the usefulness of typing notes on a computer during lecture, **I will not tolerate students checking email, chatting, watching videos, or surfing the internet if this activity distracts your fellow students**. If I discover that you are distracting your fellows **you will first be warned of the behavior, second you will be asked to close your computer, and third you will be asked to leave class for the day**. In addition to the computer policy, if you are texting or if you answer your phone in class **you will first be warned of the behavior, and second you will be asked to leave**. If you need to take a call, please leave class quietly to do so. It should go without saying, but if you have headphones on/in or near your ears during class you will be asked to remove them and be held accountable to the above consequences. Anyone expecting an emergency or life-altering phone call should let me know at the beginning of class.

#### **STATEMENT ON PLAGIARISM:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

## COURSE SCHEDULE:

Week	Date	Topic(s)	Reading(s)
Unit 1: What is Anthropology?			
1	Jan. 7	Introduction to the Course	Course Syllabus
1	Jan. 9	What is Anthropology? What is a Social Science?	Chapter 1
Homework, due Sunday 11:59 pm: RQ1			
2	Jan. 14	History in Context	Chapter 2
2	Jan. 16		
Homework, due Sunday 11:59 pm: RQ2			
Unit 2: Topics in Social and Cultural Anthropology			
3	Jan. 21	Culture Shock	Chapter 3
3	Jan. 23		
Homework, due Sunday 11:59 pm: RQ3			
4	Jan. 28	Making a Living	Chapter 4
4	Jan. 30		
Homework, due Sunday 11:59 pm: RQ4			
5	Feb. 4	The Ties that Bind: Kinship and the Social Order	Chapter 5
5	Feb. 6		
Homework, due Sunday 11:59 pm: RQ5			
6	Feb. 11	Symbol, Myth, and Meaning	Chapter 6
6	Feb. 13		
Homework, due Sunday 11:59 pm: Part One			
7	Feb. 18	Reading Break - No Classes	
7	Feb. 20	Reading Break - No Classes	
8	Feb. 25	Health, Medicine, and Society	Chapter 7
8	Feb. 27		
Homework, due Sunday 11:59 pm: RQ6			
9	Mar. 3	Gender and Social Expectations	Chapter 8
9	Mar. 5		
Homework, due Sunday 11:59 pm: RQ7			
10	Mar. 10	Race, Science, and Human Diversity	Chapter 9
10	Mar. 12		
Homework, due Sunday 11:59 pm: RQ8			
11	Mar. 17	The Politics of Culture	Chapter 10
11	Mar. 19		
Homework, due Sunday 11:59 pm: Part Two			
12	Mar. 24	Anthropology, Cultural Change, and Globalization	Chapter 11
12	Mar. 26		
Homework, due Sunday 11:59 pm: RQ9			
Unit 3: Wrap-Up and Student Presentations! Woo!			
13	Mar. 31	Wrap-Up, Pt. 1	Conclusion
13	Apr. 2	Wrap-Up, Pt. 2	
14	Apr. 7	Student Presentations: Part Three	
14	Apr. 9	Student Presentations Part Three	
Part Four Due During Exam Period			

RQ = Reading Quiz; Parts One through Four = Your Major Assignment