

## COURSE OUTLINE – Fall 2025

### AN2270(A2): Indigenous and Cultural Minorities in the Modern World – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

**INSTRUCTOR:** Matt Longstaffe      **PHONE:** (780) 539-2710  
**OFFICE:** C402      **E-MAIL:** [m.longstaffe@nwpolytech.ca](mailto:m.longstaffe@nwpolytech.ca)  
**OFFICE HOURS:** W 12:30–15:00 or by appointment

**CALENDAR DESCRIPTION:** This course examines the survival of indigenous and minority cultures in various societies. Anthropological perspectives on the relationships among race, class, culture and politics, and on genocide, ethnocide and the future of native peoples in the modern state are studied.

**PREREQUISITE(S):**  
None

**COREQUISITE(S):**  
None

**REQUIRED MATERIALS:**  
McKillop Wells (2015) Among the Garifuna. University of Alabama Press.

**DELIVERY MODE(S):** On-Campus

#### LEARNING OUTCOMES:

Students will be able to:

- define 'anthropology' and articulate what distinguishes anthropology from other fields that study human beings.
- define 'social science' and articulate why anthropology is both scientific and humanistic.
- define 'pseudo-science' and demonstrate how it differs from scientific forms of inquiry.

- define the four (4) principle sub-disciplines of Anthropology.
- describe the peoples covered in the course within specific cultural, geographic, and historical contexts, and more generally through cross-cultural comparison.
- explain important issues related to those peoples covered in the course from an anthropological standpoint.
- explain the relevance of anthropology.

## TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>

\*\* For courses with alpha (letter) grading, a 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	Weight
9 attendance, 2 points each, for 18 points total	9%
8 discussion participation, 2.5 points each, for 20 points total	10%
1 discussion lead for 30 points total	15%
8 reading quizzes, 4 points each, for 32 points total	16%
4 article summaries, 10 points each, for 40 points total	20%
Final exam for 60 points total	30%
Total = 200 points	100%
Note: All points are weighted equally for 200 points total	

### Attendance (9 seminars at 2 points each for 18 points total)

Most of the content for this course will come from class discussions. You are expected to attend regularly. Over the course of the semester, we will have 12 seminar meetings. To earn full attendance points, you must attend at least 9 of these.

### Discussion Participation (8 discussions at 2.5 points each for 20 points total)

To get the most out of this course, it is not sufficient to simply do the readings and attend class, you must participate! Over the course of the semester, we will have 10 seminar meetings. To earn full participation points, you must CONTRIBUTE to at least 8 of these. Note that by "contribute," I mean that you are to demonstrate a familiarity and understanding of the materials assigned. I expect thoughtful conversation.

### Discussion Lead (30 points)

Nearly half of our class periods will be spent in seminar, discussing readings selected by both the instructor and by students. During our second week of class, you will be assigned to a particular culture/region and associated class. You will be responsible for finding a (1) peer-reviewed journal article pertaining to the culture area in question and addressing a topic that you find personally engaging. The bibliographic reference—including author(s), year,



article title, journal title, volume (issue), and page references—for this article will be turned in to the instructor to be distributed to

the class at least 1 week prior to its discussion day. In addition to assigning an article, you are responsible for leading discussion on that day. Don't worry! We'll talk about what that means during our third week.

### **Reading Quizzes (8 reading quizzes at 4 points each for 32 points total)**

You will be given 8 reading quizzes covering your syllabus and chapters in our textbook throughout the semester. Each quiz will consist of a small number of questions (multiple choice, matching, etc.) and are intended to encourage you to keep up with your readings. They are not worth a whole lot of points in the grand scheme of things but could mean the difference between one letter grade and the next; don't let them slip past you! Reading Quizzes are to be completed on our myClass page, will open Mondays at 8 am of the week assigned, and close Sundays at 11:59 pm (see due dates on schedule).

### **Article Summaries (4 summaries at 10 points each for 40 points total)**

Of the multitude of articles that we will be reading this semester, you are to critically summarize four of them. This means that, in addition to summarizing the key point(s) of the article, you also must reflect on and evaluate associated methods of data building/creation, and their theoretical underpinnings. ALSO, you should come up with one question related to the reading that will generate discussion. These are not intended to be long (max. 500 words... about 1 page, single spaced), but should be well thought out and clearly written. Article summaries are to be completed on our myClass page and are due by the Sunday BEFORE their discussion at 11:59 pm. Plan ahead, don't wait until the end of the semester to do these.

### **Final Exam (60 points total)**

You will have a scheduled final exam in this class; HOWEVER, your exam WILL NOT require you to be physically present on campus. Your exam is a TAKE HOME. As we will be invoking concepts that are foundational to the discipline of anthropology, it will build on the material covered throughout the course. Your final exam will be worth 60 points and consist of a single essay question and response that will be provided in advance and will be related to the ethnography we are reading this semester (Among the Garifuna). **Your final is to be completed on our myClass page and will open on the Monday (at 8 am) of the last week of scheduled classes. The exam is due and will close by 11:59 pm on the date scheduled by the registrar. I will let you know when this information is available.**

### **GRADING CRITERIA:**

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

## Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Date	Topic(s)	Reading(s)
1.1	Sept 5	Introduction to the course	Syllabus
Homework: Reading Quiz 1 – Due Sunday Sept 7, 11:59 PM			
<b>Module 1: What is Anthropology?</b>			
2.1	Sept 8	What is anthropology? What is a social science?	McKillop Wells, pg 1-30
2.2	Sept 12	Approaches in socio-cultural anthropology	
Homework: Reading Quiz 2 – Due Sunday Sept 14, 11:59 PM			
3.1	Sept 15	History of socio-cultural anthropology	McKillop Wells, pg 31-64
3.2	Sept 19	Parameters of our course	
Homework: Reading Quiz 3 – Due Sunday Sept 21, 11:59 PM			
<b>Module 2: Hadzas of the central Rift Valley and Serengeti Plateau</b>			
4.1	Sept 22	Regional and historical context	McKillop Wells, pg 65-96
4.2	Sept 26	Film	
Homework: Reading Quiz 4 – Due Sunday Sept 28, 11:59 PM			
5.1	Sept 29	Seminar	TBD
5.2	Oct 3	Seminar	TBD
<b>Module 3: Yanomamis of Amazonia</b>			
6.1	Oct 6	Regional and historical context	McKillop Wells, pg 97-126
6.2	Oct 10	Film	
Homework: Reading Quiz 5 – Due Sunday Oct 12, 11:59 PM			
7.1	Oct 13	No Classes: Thanksgiving Break	
7.2	Oct 17	Seminar	TBD

Week	Date	Topic(s)	Reading(s)
<b>Module 4: Mayas of Lowland Mesoamerica</b>			
8.1	Oct 20	Regional and historical context	McKillop Wells, pg 127-158
8.2	Oct 24	Film	
Homework: Reading Quiz 6 – Due Sunday Oct 26, 11:59 PM			
9.1	Oct 27	Seminar	TBD
9.2	Oct 31	Seminar	TBD
<b>Module 5: Quechuas of Highland South America</b>			
10.1	Nov 3	Regional and historical context	McKillop Wells, pg 159-191
10.2	Nov 7	Film	
Homework: Reading Quiz 7 – Due Sunday Nov 9, 11:59 PM			
11.1	Nov 10	No Classes: Reading Break	
11.2	Nov 14	No Classes: Reading Break	
12.1	Nov 17	Seminar	TBD
12.2	Nov 21	Seminar	TBD
<b>Module 6: Aboriginal Peoples of the Northern Territory</b>			
13.1	Nov 24	Regional and Historical Context	McKillop Wells, pg 192-213
13.2	Nov 28	Film	
Homework: Reading Quiz 8 – Due Sunday Nov 30, 11:59 PM			
14.1	Dec 1	Seminar	TBD
14.2	Dec 5	Seminar	TBD
<b>Module 7: Garifunas of the Circum-Caribbean Region</b>			
15.1	Dec 8	Seminar	TBD
<b>Final Exam – Date TBD</b>			

## STUDENT RESPONSIBILITIES:

*Late Assignment/Make-up Policy.* You are expected to follow the schedule as posted and **late assignments will not be accepted, except with my permission.** Make note of the due dates (and as you see, there is a lot of flexibility to complete and submit the assignment, BEFORE the due date)

*Classroom Climate Expectations:* 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. This does not mean that you need to agree with all the views/opinions expressed but note that there is a difference between being critical or engaging in a productive conversation and being confrontational or abusive.
4. **Refrain** from excessive talking or use of technology for NONACADEMIC PURPOSES. You are supposed to be in class, so BE IN CLASS.

*Use of Generative AI in Assignments and Exams:* We all know that Generative Artificial Intelligence (AI) can create pieces of writing and other creative outputs. These tools include ChatGPT, Claude, Microsoft Copilot, and so on. These tools are now with us, so it is important to learn how to use them responsibly. You may use AI tools to learn and practice concepts in this course but remember to use a critical eye to what it is telling you. However, you **may not** use AI to write your class assignments or exams for you. This course policy is designed to promote learning and development and help you reach the course learning outcomes. You're here to learn and learning how to communicate ideas through writing is one of the most important parts of being a student.

## STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

\*\*Note: all Academic and Administrative policies are available on the same page.

## ADDITIONAL INFORMATION:

I'm here to help you! Ask me questions. Talk to me after class. Come to my office hours.