

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY 1010 A3 3(3-0-0), UT, WINTER 2008

Instructor: Dr. Laurie Nock

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Office Hours: Wednesdays and Thursdays, 1-2:30 p.m. Drop-ins welcome.

Delivery method: lecture

Pre-requisites: None

Calendar description: The study of mankind is provided through primate and cultural evolution, symbolic systems, cultural theory and culture change.

REQUIRED TEXTS

Miller, Barbara D. and Wood, Bernard (2006). Anthropology. Toronto: Pearson Education.

Podolefsky, Aaron and Brown, Peter J., (Eds.) (2007). Applying anthropology: an introductory reader. Boston, Mass.: McGraw-Hill Higher Education. Eighth edition.

RECOMMENDED READING

ANTHROPOLOGY 1010 SCRAPBOOK—on reserve in the Library.

COURSE DESCRIPTION

Anthropology seeks to understand all aspects of what it means to be a human being. In the attempt to define and comprehend the human experience, anthropologists constantly seek differences and similarities: through time, between species, between social groups. This course will look into various branches of anthropology that approach the study of humanity from different perspectives. We will study physical anthropology (including human evolution and primatology), archeology, anthropological linguistics, and socio-cultural anthropology. Our immediate goal is to learn of the theoretical questions posed by anthropologists, the methods by which they seek answers, the insights they can provide and the practical implications of their findings. Our ultimate aim is to learn new ways of examining and analyzing our own experience.

REQUIREMENTS AND EVALUATION

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home questions posed by the instructor. (For a description of Reading Reflections, see below.) Students will submit at least three of each, at a rate of not more than one a week, by 3 p.m. on Mondays. Only one assignment may be submitted for each week. (Place these on my door, or take to the mailroom for privacy.) Each will be worth 12.5% of the final course grade (75% in total).

If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course grade. Excessive grammatical or spelling errors may result in the loss of points. Double-space all assignments. One and only one late assignment may be handed in any Monday until Monday of Week 14. E-mailed assignments are not accepted.

Twenty-five percent of the course grade will be based on in-class assignments throughout the term. Many opportunities to earn points will be provided, so there will be no make-ups for these. As a bonus “in-class” assignment worth ten points, students may meet with me for an in-depth writing tutorial on one of their assignments (or to discuss any topic related to the course) at any point during the term before the last week of classes. For these in-class assignments ONLY, calculate your mark as a percentage of total marks obtainable. The instructor will store students’ assignments until the second week of the following academic term, when they will be discarded.

| Alpha grade | 4-point equivalent | Percentage |
|--------------------|---------------------------|-------------------|
| A+ | 4.3 | 80-100 |
| A | 4.0 | 76-79 |
| A- | 3.7 | 73-75 |
| B+ | 3.3 | 70-72 |
| B | 3.0 | 67-69 |
| B- | 2.7 | 64-66 |
| C+ | 2.3 | 60-63 |
| C | 2.0 | 55-59 |
| C- | 1.7 | 50-54 |
| D+ | 1.3 | 45-49 |
| D | 1.0 | 40-44 |
| F | 0.0 | < 40 |

All other assignments are marked on the alpha system.

FOR STUDENT USE

You may wish to keep track of your grades here.

READING REFLECTIONS

| | Date | Topic | Grade |
|----|------|-------|-------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

TAKE-HOME QUESTIONS

| | Date | Topic | Grade |
|----|------|-------|-------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

IN-CLASS ASSIGNMENTS

For this portion of this the course ONLY, calculate your mark as a percentage of total marks obtainable.

| DATE | MARK | DATE | MARK |
|------|------|------|------|
|------|------|------|------|

READING REFLECTIONS

Reading Reflections are to assist students to focus their reading on topics to be covered in class. From the set of readings listed with each topic outline, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of anthropological terminology. STANDARD CITATION PROCEDURES ARE EXPECTED. (See next page and GPRC policy: Student misconduct: plagiarism and cheating.) Reading Reflections should be double-spaced and approximately five pages (1250 words) in length.

Marks are likely to be deducted if these rules are not followed:

- Be sure to make the connection between your own experience or interest and anthropology. Make sure you use (and spell) anthropological concepts and terms correctly.
- Your opinion is not at issue here; your conclusions are. Avoid using "I think" and especially "I believe". Beware of "should"! Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Define important terms and concepts, referring to readings.
- The purpose of these assignments is not to summarize readings, but to make use of important concepts.
- Use citations when summarizing the ideas or descriptions of others, not only to accompany verbatim quotes.
- Include a list of references! This is often the only way to ensure you are actually connecting your topic to anthropology; the text will almost certainly form part of it.
- Organization is important! Outline your paper (whether before or after writing it) to check that ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- Attention to clarity of expression is expected.
- It is quite permissible (even encouraged!) to use your own experience as evidence (which is different from opinion), and to use "I" and "my".
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- Number your pages!
- Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!

GUIDE TO REFERENCES

If you use a direct quote (or a diagram, or statistics) from an author, your source must be acknowledged. The quotation must be exact! For example:

“There is a basic contradiction in the structure of girls’ social relationships. Friends are supposed to be equal and everyone is supposed to get along, but in fact they don’t always. Conflict must be resolved, but a girl cannot assert social power or superiority as an individual to resolve it” (Maltz & Borker, 2007, p. 158).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged. Include the name of the author, publication date, and (usually) page number. For example:

Anthropologists are increasingly committed to collaborative research: learning with communities rather than about them (Miller and Wood, 2006, pp. 126-128).

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source. For example:

This collaborative approach is partly a result of the realization that our research has an effect on people’s lives (Crapanzano, as cited in Miller and Wood, 2006, p. 123), and we’d prefer our influence to be intentional and positive

References to information downloaded from the Internet are similar to those used for print materials. For example,

In seventeenth-century Turkish cafes, coffee was accompanied by smoking tobacco from elaborate *narghile* (Gercek, 1986).

REFERENCES

- Barnes, N., et al. (coproducers), and Weitz, P. and Weitz, C. (Directors) (2002). About a boy. Universal Pictures.
- Diamond, J. (2007). Easter's end. In Aaron Podolefsky and Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 100-105). Boston, Mass.: McGraw-Hill Higher Education.
- Ember, C.R., Ember, M. & Peregrine, P.N. (2005). *Anthropology*. Upper Saddle River, N.J.: Prentice Hall.
- Gerkec, G. (1986). Narghiles. *Antikas, the Turkish journal of collectable art*, 11.
Retrieved December 22, 2002 from <http://hookahkings.com/articles/article4.htm>
- Maltz, D.N. & Borker, R.A. (2007). A cultural approach to male-female miscommunication. In Aaron Podolefsky & Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 154-165). Boston, Mass.: McGraw-Hill Higher Education.
- Miller, Barbara D. and Wood, Bernard (2006). Anthropology. Toronto: Pearson Education.
- Moyers, B. (Executive Editor) & Tatge, C. (Producer) (1988). The first storytellers, Program Three of *The power of myth*. New York, NY: Mystic Fire Video, Inc.
- Theroux, P. (2002, December). Hawai'i: Preserving the breath. National Geographic 202 (6), 2-41.

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not the original year of publication of the article. Underline or italicize (not both) titles of books or journals. Consult an APA style guide (some of which are available on-line), if you have doubts. (This one might work for you.)

<http://www.wooster.edu/psychology/apa-crib.html>

