

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION  
INTRODUCTORY ANTHROPOLOGY  
ANTHROPOLOGY 1010, UT, WINTER 2008  
Delivered at YREC in Hinton

Instructor: Marshall Hoke  
Phone: 723-2460 (home)

E-mail: bigeddie@telus.net

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.

### 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.

## COURSE CALENDAR

Class #1 will be January 7, 2007. The last class, #14, will be April 14, 2007. You are advised to complete readings before a topic is covered in class and before attempting Take-Home Questions or Reading Reflections. Class discussions are intended to clarify and supplement readings, not summarize them. In-class assignments (short essay questions) are based on the readings and class discussions covered that week. Reread instructions for Reading Reflections and Reference Guidelines each time you do an assignment.

Answers to Take-Home Questions (the number corresponds to the class) or Reading Reflections (each worth 12.5% of the final course mark) must be submitted by class time the following week. At least three of each must be submitted in total. You should have completed at least two assignments by Class 7. Pay close attention to the topic of the week and to due dates for questions! These may change during the term. Both types of assignments are likely to be about four pages (1000 words) in length. Less than 800 or more than 1250 words will not be accepted. Double-space all written work. The Interview Assignment for Class12 (which may be submitted as a Take-Home Question or as a Reading Reflection) must be done; it is not optional. E-mailed assignments are accepted, if sent by midnight the night before class.

There will be approximately ten in-class assignments during the term, held at the instructor's discretion. There are no make-ups for these.

Readings are in

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

and/or

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

All of the readings are required. Any assigned reading may be the topic of Reading Reflections during the appropriate week.

## READINGS

### Anthropology

Chapter 1: Anthropology: the study of humanity.

Chapter 2, Culture and diversity

### Applying Anthropology

Aaron Podolefsky and Peter Brown, Introduction: understanding humans and human problems.

11: Dick Gould, Identifying victims after a disaster.

34: Kiate Hafner, Coming of age in Palo Alto.

Aaron Podolefsky and Peter Brown, Introduction to Part III: Cultural Anthropology

20: Horace Miner, Body ritual among the Nacirema

27: Eugene Cooper, Chinese table manners

## TAKE-HOME QUESTION #1

In order to explore the concept of culture and how it functions to organize our thinking and our behavior, consider three to five rooms in your house.

- a)      What is it named? (What is not named?)
- b)      Who uses it? (Who does not?)
- c)      For what purposes? When?

Write a good conclusion on what this tells us about culture.

## READINGS

### Anthropology

Chapter 3: Science, Biology and Evolution

Chapter 4: Research Methods in Anthropology

### Applying Anthropology

Aaron Podolefsky and Peter Brown, Introduction to Part I: Biological Anthropology

1. Robert Root-Bernstein and Donald L. McEachron, Teaching Theories: The Evolution-Creation Controversy

2. Benjamin Z. Freed, Re-reading Root-Bernsteins and MacEachron...

22. Claire E. Sterk, Tricking and Tripping...

34. Kiate Hafner, Coming of Age in Palo Alto

## TAKE-HOME QUESTION #2

Choose an anthropological issue or question of interest to you. Define the issue or question and describe how you would research it.

## CLASS 3     January 21, 2008     BIOLOGICAL AND CULTURAL EVOLUTION I

### READINGS

#### Anthropology

Chapter 5: The Nonhuman Primates

Chapter 6: The Earliest Human Ancestors

#### Applying Anthropology

3. Barbara Smuts, What Are Friends For?

4. Meredith Small, What's Love Got to Do with It?

## TAKE-HOME QUESTION #3

Anthropologists study living non-human primates in order to improve their understanding of human (a) physical, (b) intellectual and (c) social characteristics or behaviors. Describe important similarities and differences in each of these three areas.

## CLASS 4     January 28, 2008     BIOLOGICAL AND CULTURAL EVOLUTION II

### READINGS

#### Anthropology

Chapter 7: Emergence and Evolution of Archaic *Homo*

Chapter 8: Modern Humans: Origins, Migrations, and Transitions

#### Applying Anthropology

6. Carl Zimmer, Great Mysteries of Human Evolution

7. Elizabeth D. Whitaker, Ancient Bodies, Modern Customs, and Our Health

9. S. Boyd Eaton and Melvin Konner, Ancient Genes and Modern Health

12. Robson Bonnichsen and Alan L. Schneider, Battle of the Bones

## TAKE-HOME QUESTION #4

Using the assigned readings (you can refer to the entirety of Chapters 6, 7 and 8 in Anthropology), describe and provide an example of at least ten types of evidence used by archeologists and paleoanthropologists to understand ancient hominins: physical traits, behavior, intellect, technology, migration, etc.

CLASS 5     February 4, 2008     CONTEMPORARY HUMAN SOCIAL VARIATION I

READINGS

Anthropology

Chapter 9: The Neolithic and Urban Revolution

Chapter 10: Contemporary Human Biological Diversity

Applying Anthropology

10. Barry Bogin, The Tall and the Short of it

13. Jared Diamond, The Worst Mistake in the History of the Human Race

15. Alan H. Goldman and George J. Armelagos, Disease and Death ...

TAKE-HOME QUESTION #5

In archeological research, what kinds of evidence can provide information about a people's

Adaptive strategy / subsistence system

State of Health

Trade patterns

Social hierarchies

Belief systems?

Answer this question using specific reference to assigned readings.

CLASS 6     February 11, 2008     CONTEMPORARY HUMAN SOCIAL VARIATION II

READINGS

Anthropology

Chapter 11: Economic Systems

Applying Anthropology

21. Philippe Bourgois, Crack in Spanish Harlem

26. Richard Borshay Lee, Eating Christmas in the Kalahari

32. Lee Crook, Strings Attached

47. Bridget Anderson, Just Another Job? ...

TAKE-HOME QUESTION #6

Which adaptive strategy is most likely to be most damaged by, and which is most likely to benefit from each of the following events or processes? Justify your choices.

a)     damming of river systems

b)     fencing grasslands

c)     deforestation

d)     power outages

e)     collapse of the monetary system.

Be sure to consult all assigned readings when answering this question.

February 18, 2008 FAMILY DAY (no class)

CLASS 7 February 25, 2008 CONTEMPORARY HUMAN SOCIAL VARIATION III

READINGS

Anthropology

Chapter 12: Reproduction and Human Development

Chapter 13: Illness and Healing

Applying Anthropology

14. Heather Pringle, New Women of the Ice Age

35. Meredith F. Small, Our Babies, Ourselves

36. Jacqueline Urla and Alan C. Swedlund, Measuring Up to Barbie...

45. Paul Farmer, Culture, Poverty, and HIV Transmission...

TAKE-HOME QUESTION #7

Thus far, gender roles in all human societies have been different. Does “different” necessarily mean “unequal”? Use examples from class discussions and assigned readings to support your conclusions.

CLASS 8 March 3, 2008 CONTEMPORARY HUMAN SOCIAL VARIATION IV

READINGS

Anthropology

Chapter 14: Kinship and Domestic Life

Applying Anthropology

5. Sarah Blaffer Hrdy, Mothers and Others

37. Melvyn C. Goldstein, When Brothers Share a Wife

38. John van Willigen and V. C. Channa, Law, Custom, and Crimes ...

39. Meredith F. Small, How Many Fathers Are Best for a Child?

TAKE-HOME QUESTION #8

Using anthropological terminology, with reference to North American culture and society, discuss:

- a) the ideal form of marriage, post-marital residence and family (“ideal culture”), and
- b) actual practices (“real culture”).
- c) Explain how ideal and actual forms reflect our socio-economic system.

CLASS 9     March 10, 2008     CONTEMPORARY HUMAN SOCIAL VARIATION V

READINGS

Anthropology

Chapter 15: Social Groups and Social Stratification

Applying Anthropology

- 29. Jared Diamond, Race Without Color
- 30. American Anthropological Association, Official Statement on "Race"
- 31. Peggy McIntosh, White Privilege: Unpacking the Invisible Knapsack

TAKE-HOME QUESTION #9

Humans cannot be sorted into biological races. We do, however, sort ourselves into social races. Explain and provide evidence for both of these statements.

CLASS 10     March 17, 2008     CONTEMPORARY HUMAN SOCIAL VARIATION VI

READINGS

Anthropology

Chapter 16: Political and Legal Systems

Applying Anthropology

- 40. James L. Gibb, Jr., The Kpelle Moot
- 41. Aaron Podolefsky, Contemporary Warfare in the New Guinea Highlands
- 42. Michelle McKinley, Life Stories, Disclosure, and the Law

TAKE-HOME QUESTION #10

Until fairly recently, most fighting (banditry, feuding, raids etc.) took place on home grounds, between those directly involved in the dispute. Increasingly, modern warfare is fought "over there". What are some of the causes and consequences of this change? What lessons might be learned from the Kpelle moot?

CLASS 11     March 24, 2008     COMMUNICATION AND THE SEARCH FOR MEANING

READINGS

Anthropology

Chapter 17: Communication

Chapter 18: Religion

Applying Anthropology

- 23. Laura Bohannon, Shakespeare in the Bush
- 24. Keith H. Basso, "To Give up on Words"...

25. Daniel N. Maltz and Ruth A. Borker, A Cultural Approach to Male-Female...  
44. Wade Davis, Hallucinogenic Plants and Their Use in Traditional Societies

#### TAKE-HOME QUESTION #11

Describe the following fields of study. Provide an example of the kind of research which would be of interest to scholars in each field.

- a) a descriptive (or structural) linguist
- b) a comparative (or historical) linguist
- c) a sociolinguist
- d) a paralinguist (student of non-verbal communication)

Which of these approaches to the study of communication is a layperson (non-academic) most likely to use? Why?

#### CLASS 12 March 31, 2008 INTERVIEW WITH A PERSON FROM ANOTHER CULTURE

There will be no class this week. Instead, your task this week is to interview a person from a culture other than your own on any anthropological topic you like. You must understand the anthropological perspective on this subject and, in your interview, seek information and perspectives that will allow you to make a comparison between his or her culture and society and your own. You may choose to deal with more than one topic. The topics you wish to discuss must be submitted by Week 11 (March 24, 2008).

Your write-up of this interview should make clear that you are dealing with topics of interest to anthropology. It must make social and cultural comparisons, and it must include a description of the interview process. Use anthropological terminology where appropriate.

#### CLASS 13 April 7, 2008 EXPRESSION AND MOVEMENT

##### READINGS

##### Anthropology

Chapter 19: Expressive Culture

Chapter 20: People on the Move

##### Applying Anthropology

17. Jared Diamond, Easter's End

#### TAKE-HOME QUESTION #13

Popular music is commonly grouped into different styles. Describe three different styles of contemporary popular music, and discuss ways in which they reflect what may be the value systems of the sub-cultural group of their fans.



CLASS 14    April 14, 2008            FORCES OF CHANGE

READINGS

Anthropology

Chapter 21: Development Anthropology

Applying Anthropology

- 16. Baird Straughan, The Secrets of Ancient Tiwanaku Are Benefiting ...
- 43. Lila Abu-Lughod, Do Muslim Women Really Need Saving?...
- 48. Corinne A. Kratz, Circumcision, Pluralism, and Dilemmas...
- 49. John H. Bodley, The Price of Progress

## 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 class time each week. (Deliver them to me in class, email them to me or leave them at the YREC office before class.) 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. E-mailed assignments are accepted, if sent by midnight the night before class.

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.

| <b>Alpha grade</b> | <b>4-point equivalent</b> | <b>Percentage</b> |
|--------------------|---------------------------|-------------------|
| A+                 | 4.0                       | 90-100            |
| A                  | 4.0                       | 85-89             |
| A-                 | 3.7                       | 80-84             |
| B+                 | 3.3                       | 76-79             |
| B                  | 3.0                       | 73-75             |
| B-                 | 2.7                       | 70-72             |
| C+                 | 2.3                       | 67-69             |
| C                  | 2.0                       | 64-66             |
| C-                 | 1.7                       | 60-63             |
| D+                 | 1.3                       | 55-59             |
| D                  | 1.0                       | 50-54             |
| F                  | 0.0                       | < 50              |

All assignments are marked on the alpha system.

## 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). Reading Reflections should be double-spaced and approximately four pages (1000 words) in length. Less than 800 or more than 1250 words will not be accepted.

Some pointers:

- 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 avoid "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 demonstrate your understanding of them.
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- Use citations when summarizing the ideas or descriptions of others, not just when quoting verbatim.
- 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!
- 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".
- 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—
- Make sure you put your name on your work.

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>

## 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

| Date | Grade | Date | Grade |
|------|-------|------|-------|
|------|-------|------|-------|