



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE - WINTER 2017

AN1010 (A3 & B3): Introductory Anthropology – 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Laurie Nock, PhD **PHONE:** 780-539-2830 (office)
OFFICE: L219 **E-MAIL:** lnock@gprc.ab.ca
OFFICE HOURS: Mondays and Thursdays, 1-2:15 p.m.

CALENDAR DESCRIPTION:

This course studies mankind through primate and cultural evolution, symbolic systems, cultural theory and culture change.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Nock, L. (Ed.) (2015). *Pearson custom anthropology*. Boston, MA.: Pearson Learning Solutions.

Podolefsky, Aaron and Brown, Peter J., (Eds.) (2012). *Applying anthropology: An introductory reader*. Boston, Mass.: McGraw-Hill Higher Education.

DELIVERY MODE(S): Lecture and Discussion

COURSE OBJECTIVES:

To demonstrate that:

- Cultures are ways of life developed by human communities, essential to our survival. They must be approached with curiosity rather than judgment (ethnocentrism).
- All animals must communicate. Humans develop languages, all of which are capable of conveying all necessary messages, although they are mutually unintelligible.
- All animals must work to satisfy their needs. Human communities develop economic systems to distribute resources, labor and products.
- All animals deal with cooperation, competition, leadership and dominance. Humans deliberately develop political systems to allocate power.
- All animals require a social life, at least for the purposes of biological and social reproduction. Humans create communities and families, often elaborating gender roles to put a cultural stamp on biological traits.
- There are many ways of making sense of our position in time and in space. Religion and ideologies have been created to deal with these.
- Through the process of natural selection, populations in different environments have come to differ physically. Seldom can the physical variation be linked with intellectual, moral, and/or social characteristics.

- Humans are animals; we are primates, similar to and different from prosimians, monkeys and apes.
- Homo sapiens sapiens emerged as a result of intergenerational changes in gene frequencies, as can be seen in the comparison of skulls.
- The way we live now is not the way all humans have lived throughout time. All humans have left behind evidence of their lives, whether in discards or in monuments.

LEARNING OUTCOMES:

Students will be able to:

- Explain how the rooms in their homes are designated and defined by their culture.
- Identify and provide research examples of various branches of linguistic anthropology.
- Describe subsistence systems, their role in human socio-cultural evolution, and the relationships between them.
- Describe political systems and their relationship with subsistence systems.
- Describe marriage and family patterns and the practical needs they satisfy.
- Distinguish various forms of religion and ideology (e.g. science) and connect them to political and economic systems.
- Explain why the concept of biological race is not tenable, and social race is an invention.
- List differences and similarities between humans and other primates. Explain how physical characteristics differentiate primates from other mammals.
- Compare numerous primate and anthropoid skulls along a variety of dimensions. List the types of evidence used by paleoanthropologists to reach conclusions about human evolution.
- Distinguish between ceramic and lithic materials, identifying signs of construction, decoration and use. List the types of evidence used by archeologists to reach conclusions about material culture and people's lives.
- Define, use and distinguish a great deal of anthropological vocabulary, especially in multiple-choice question format.
- Recognize many inaccurate assumptions about human nature and human societies, often presented as alternatives in a multiple-choice or true/false question format.
- Utilize the APA reference format to guide their reader through sources of information and to escape plagiarism.

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

***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 main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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:

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home Questions. Questions are distributed at the beginning of term, numbered according to the week they are due. Reading reflections are to focus on the readings assigned for the week they are submitted. (For further description of Reading Reflections, see Course Details document.) Students will submit three of each, at a rate of not more than one a week, as a Word document on Moodle or in print at my office by 2 p.m. on Mondays (including holidays). Only one assignment may be submitted for each week. **Only one late assignment** may be handed in, during the scheduled final examination. Each will be worth 12.5% of the final course grade (75% in total), and they are marked on the alpha-numeric scale. Excessive grammatical or spelling errors may result in the loss of points. Double-space all printed assignments. Students are expected to meet with me for an in-depth writing tutorial on their assignments or to discuss any topic related to the course.

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. For in-class assignments **ONLY**, calculate your mark as a percentage of total points obtainable.

For the Final Examination, students will submit three assignments as Word documents on Moodle or in print at my office before the end of the examination scheduled by the Registrar. These can be Take-Home Questions or Reading Reflections. One of these may be your late assignment. The other two (or all three) must have been submitted and graded previously, when they were due. You may improve your grade by correcting the assignments as suggested in comments on your work; the original must accompany the corrected version.

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|----------------------|--------------|--------|
| In-class Assignments | | 25.0% |
| Reading reflections | 3x12.5% each | 37.5% |
| Answers to questions | 3x12.5% each | 37.5% |
| (Final examination | | 37.5%) |

GRADING CRITERIA:**FOR IN-CLASS ASSIGNMENTS ONLY**

| 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.

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 |
| A | 4.0 | 85-89 | | 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 |
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COURSE SCHEDULE/TENTATIVE TIMELINE

Week 1 Introduction to anthropology

READINGS

Anthropology

Anthropology: the study of humanity.

Applying anthropology

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

Dick Gould, Identifying victims after a disaster.

Timothy W. Jones, "Clean your plate. . ."

Paul Farmer, Culture, poverty, and HIV transmission: the case of rural Haiti

Week 2 Culture

READINGS

Anthropology

Culture and diversity (pp. 40-59)

Applying anthropology

Aaron Podolefsky, Peter Brown and Scott Lacy, Introduction to Part IV: Cultural anthropology

Horace Miner, Body ritual among the Nacirema

Bruce Bower (1999, September 25). Slumber's unexplored landscape. *Science News*.

Retrieved from

http://www.wiley.com/college/psyc/westen240494/student/mod2/10_99_update/sleep9.html

Claire E. Sterk, Tricking and tripping: fieldwork on prostitution in the era of AIDS (Related)

Week 3 Communication and language

READINGS

Anthropology

Communication

Applying anthropology

Aaron Podolefsky, Peter Brown and Scott Lacy, Introduction to Part III: Linguistic anthropology

Laura Bohannon, Shakespeare in the bush

Keith Basso, To give up on words...

Margalit Fox, Village of the deaf

Deborah Tannen, Talk in the intimate relationship: his and hers

Weeks 4-5 Economic systems

READINGS

Anthropology

Economic systems.

Applying anthropology

Jared Diamond (1999, May 1). The worst mistake in the history of the human race.

Discover. Retrieved from <http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race#.UhUDLJJeZNo>

Richard Borshay Lee, Eating Christmas in the Kalahari

Bridget Anderson, Just another job? The commodification of domestic labor

John H. Bodley, The price of progress

Bourgois, Philippe (August 1989) Crack in Spanish Harlem. *Anthropology today* (5:4).

Follow link from <http://philippebourgois.net/> to

<http://www.philippebourgois.net/Anthro%20Today%20Crack%20Published%201989.pdf>

Alan H. Goodman and George J. Armelagos, Disease and death at Dr. Dickson's Mounds (Related)

Weeks 5-6 Political structure

READINGS

Anthropology

Political and legal systems

Applying anthropology

James L. Gibbs, Jr. The Kpelle moot

Aaron Podolefsky, Contemporary warfare in the New Guinea Highlands

Week 7 Marriage, the household and kinship

READINGS

Journeyman Pictures (2007, September 6). *A Chinese tribe that empowers women* [Video File]. Retrieved from <http://www.youtube.com/watch?v=eoTrARDa8BU>

Anthropology

Kinship and domestic life

Applying anthropology

Melvyn C. Goldstein, When brothers share a wife

Sarah Blaffer Hrdy, Mothers and others

Meredith F. Small, How many fathers are best for a child?

Week 8 Gender, sexuality and reproduction; life cycle

READINGS

Anthropology

Reproduction and human development

Applying anthropology

Meredith F. Small, Our babies, ourselves

John van Willigen and V.C. Channa, Law, custom, and crimes against women

Corinne A. Kratz, Circumcision, pluralism, and dilemmas of cultural relativism

Will Roscoe, "Strange country this". . .

Lila Abu-Lughod, Do Muslim women really need saving? Anthropological reflections on cultural relativism and its Others

or

Baig, Assed (2013). Malala Yousafzai and the White Saviour Complex. *Huffington Post*. Retrieved from http://www.huffingtonpost.co.uk/assed-baig/malala-yousafzai-white-saviour_b_3592165.html.

Week 9 Physical anthropology: genetics and human variation

READINGS

Peggy McIntosh, White privilege: unpacking the invisible knapsack. Retrieved from <http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Guest, Kenneth J. (2016). Race and racism. In Kenneth J. Guest, *Essentials of cultural anthropology: A toolkit for a global age* (pp. 120-131). New York: W.W. Norton and Co., Inc. (Available on Moodle)

Anthropology

Science, biology, and evolution

Contemporary human biological diversity

Applying anthropology

Aaron Podolefsky Peter Brown and Scott Lacy, Part I: Biological Anthropology

Barry Bogin, The tall and the short of it

Jared Diamond (1994, November). Race without color. *Discover*. Retrieved from

<http://discovermagazine.com/1994/nov/racewithoutcolor444#.UhT5oJJJeZNo>

Peter J. Brown, Culture and the evolution of obesity

Cheryl Mattingly, Pocahontas goes to the clinic

Gravlee, Clarence C., How race becomes biology (Related)

Week 10 Primatology and human nature

READINGS

Anthropology

The nonhuman primates

Applying anthropology

Barbara Smuts, What are friends for?

Small, Meredith F. (1992, June 1). Casual sex play common among bonobos: Sex among our closest relatives is a rather open affair. *DiscoverMagazine.com*. Retrieved from

<http://discovermagazine.com/1992/jun/13-whatslovegottodo56#.UhT-0ZJeZNo>

Week 11 Human evolution

READINGS

Anthropology

The earliest human ancestors (Moodle)

Emergence and evolution of archaic Homo

Modern humans: Origins, migrations, and transitions

Applying anthropology

Carl Zimmer, Great mysteries of human evolution.

Robert Root-Bernstein and Donald L. McEachron, Teaching theories: the evolution-creation controversy

Benjamin Z. Freed, Re-reading Root-Bernstein and McEachron in Cobb County, Georgia: the controversies continue between anthropology and “intelligent design”

Elizabeth D. Whitaker, Ancient bodies, modern customs, and our health

S. Boyd Eaton and Melvin Konner, Ancient genes and modern health

Barbara King, Apes, hominids, and the roots of religion

Week 12 Archaeology

READINGS

Anthropology

The neolithic and urban revolutions

Applying anthropology

Aaron Podolefsky, Peter Brown and Scott Lacy, Part II: Archaeology (Introduction)

Baird Straughan, The secrets of ancient Tiwanaku

Karen Wright. Uncovering America's pyramid builders.

Payson D. Sheets, Dawn of a new Stone Age in eye surgery

Andrew Crosby, Archaeology and *vanua* development in Fiji

Michael Kernan, Around the Mall and beyond

Robson Bonnichsen and Alan L. Schneider, Battle of the bones

Kennewick Man. (2015, December 6). In *Wikipedia, The Free Encyclopedia*. Retrieved 00:38, December 14, 2015, from

https://en.wikipedia.org/w/index.php?title=Kennewick_Man&oldid=694031937 (Related)

Week 13 Religion, ritual and ideology

READINGS

O'Neill, Dennis (2008). *Anthropology of religion: An introduction to folk religion and magic*. Retrieved November 24, 2013 from <http://anthro.palomar.edu/religion/Default.htm>

Applying anthropology

Robert J. Morais, Conflict and confluence in advertising meetings

Mark Auslander, How families work

STUDENT RESPONSIBILITIES:

STATEMENT ON PLAGIARISM:

For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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.**

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