

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY, UT, WINTER 2009
Delivered at YREC in Hinton**

Instructor: Marshall Hoke
Phone: 780-723-2460

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 (2008). Anthropology. Toronto: Pearson Education.
Podolefsky, Aaron and Brown, Peter J., (Eds.) (2007). Applying anthropology: an introductory reader (Eighth Edition). Boston, Mass.: McGraw-Hill Higher Education.

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 the start of class on Mondays.

Only one assignment may be submitted for each week. Give them to me in class, send them to me by email, 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. Double-space all assignments.

One of these six assignments will be a report of your interview with a person from a culture other than your own (see description of this assignment at the end of the outline). This assignment is required for all students.

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.

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 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

DATE	MARK	DATE	MARK
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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 1000 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.
- Plagiarism. (2004, July 22). In *Wikipedia, The free encyclopedia*. Retrieved August 10, 2004, from <http://en.wikipedia.org/wiki/Plagiarism>
- 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>

COURSE CALENDAR

Classes will be Mondays from 8:30 to 11:20 am. The first class will be January 8, 2009. The last class will be April 6, 2009. There is no class on Family Day (February 16th) or Easter Monday (April 13th). Students 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 (often quizzes) and 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 or Reading Reflections (each worth 12.5% of the final course mark) must be submitted by the start of class Mondays, at a rate of only one per week. (E.g. Week 1 assignments must be submitted by class time on Monday of Week 2.) 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 to be 1000 words in length. Less than 800 words or more than 1250 words will not be accepted. Double-space all written work. Your report of an interview with a person from a culture other than your own **must** be done; it is not optional. This assignment may be considered either a Reading Reflection or a Take-Home Question, as you wish.

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 (2008). Anthropology. Toronto: Pearson Education.
and/or

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

(Note: some students have the 9th edition of Applying Anthropology. Chapter numbers for the 9th edition are in parentheses, following the chapter numbers for the 8th edition. Authors and titles are the same)

CLASS 1 January 12, 2009 INTRODUCING THE STUDY OF HUMANITY I

READINGS

Anthropology

Chapter 1: Anthropology: The Study of Humanity

Chapter 2: Culture and Diversity

Applying Anthropology

Introduction: understanding humans and human problems

11 (11): Gould, Identifying Victims After a Disaster

Introduction to Part III: Cultural Anthropology

20 (25): Miner, Body Ritual Among the Nacirema

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.

CLASS 2 January 19, 2009 INTRODUCING THE STUDY OF HUMANITY II

READINGS

Anthropology

Chapter 3: Science, Biology and Evolution

Chapter 4: Research Methods in Anthropology

Applying Anthropology

Introduction to Part I: Biological Anthropology

1 (1): Root-Bernstein and McEachron: The Evolution-Creation Controversy

2 (2): Freed: Re-reading Root-Bernstein and McEachron...

22 (33): Sterk: Tripping and Tricking...

34 (40): 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 26, 2009 BIOLOGICAL AND CULTURAL EVOLUTION I

READINGS

Anthropology

Chapter 5: The Nonhuman Primates

Chapter 6: The Earliest Human Ancestors

Applying Anthropology

3 (4): Smuts: What Are Friends For?

6 (6): Zimmer, Great Mysteries of Human Evolution

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 behaviours. Describe important similarities and differences in each of these three areas.

CLASS 4 February 2, 2009 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

7 (7): Whitaker, Ancient Bodies, Modern Customs, and Our Health

9 (9): Eaton and Konner, Ancient Genes and Modern Health

12 (12): Bonnicksen and 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 9, 2009 BIOLOGICAL AND CULTURAL EVOLUTION III

READINGS

Anthropology

Chapter 9: The Neolithic and Urban Revolutions

Applying Anthropology

10 (10): Bogin, The Tall and the Short of It

13 (13): Diamond, The worst Mistake in the History of the Human Race

15 (16): Goodman and Armelagos, Disease and Death at Dr. Dickson's Mounds

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 course readings.

FAMILY DAY

February 16, 2009

NO CLASS

CLASS 6 February 23, 2009 CONTEMPORARY HUMAN SOCIAL VARIATION I

READINGS

Anthropology

Chapter 10: Contemporary Human Biological Diversity

Applying Anthropology

29 (26): Diamond, Race Without Colour

TAKE-HOME QUESTION 6

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

CLASS 7 March 2, 2009 CONTEMPORARY HUMAN SOCIAL VARIATION II

READINGS

Anthropology

Chapter 11: Economic Systems

Chapter 12: Reproduction and Human Development

Applying Anthropology

26 (28): Lee, Eating Christmas in the Kalahari

35 (31): Small, Our Babies, Ourselves

TAKE-HOME QUESTION 7

Which economic system/s favor cooperation, sharing and equality in wealth?
Why?

Which favor competition, hoarding and disparity in wealth? Why?

CLASS 8 March 9, 2009 CONTEMPORARY HUMAN SOCIAL VARIATION III

READINGS

Anthropology

Chapter 13: Disease, Illness and Healing

Chapter 14: Kinship and Domestic Life

Applying Anthropology

5 (5): Hrdy, Mothers and Others

28 (35): Brown, Culture and the Evolution of Obesity

37 (30): Goldstein, When Brothers Share a Wife

39 (29): Small, How Many Fathers Are Best for a Child?

45 (37): Farmer, Culture, Poverty, and HIV Transmission...

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 16, 2009 CONTEMPORARY HUMAN SOCIAL VARIATION IV

READINGS

Anthropology

Chapter 15: Social Groups and Social Stratification

Chapter 16: Political and Legal Systems

Applying Anthropology

40 (42): Gibbs, The Kpelle Moot

TAKE-HOME QUESTION #9

Describe two of the five principle types of political organization (bands, village societies, chiefdoms, pre-industrial states, world system) in terms of:

1. control over resources, especially land
2. control over products and their distribution, and
3. concentration of wealth and power (i.e. control over people).

CLASS 10 March 23, 2009 COMMUNICATION & THE SEARCH FOR MEANING

READINGS

Anthropology

Chapter 17: Communication

Chapter 18: Religion

Applying Anthropology

23 (27): Bohannon, Shakespeare in the Bush

24 (23): Basso, "To Give Up on Words": Silence in Western Apache Culture

25 (24): Maltz and Borker, A Cultural Approach to Male-Female

Miscommunication

TAKE-HOME QUESTION #10

Describe the following fields of study. Provide your own 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 11 March 30, 2009 EXPRESSIVE CULTURE and GLOBALIZATION

READINGS

Anthropology

Chapter 19: Expressive Culture

Chapter 20: People on the Move

Applying Anthropology

14 (15): Pringle, New Women of the Ice Age

43 (45): Abu-Lughod, Do Muslim Women Really Need Saving?

47 (41): Anderson, Just Another Job? The Commodification of Domestic Labour

48 (38): Kratz, Circumcision, Pluralism, and Dilemmas of Cultural Relativism

TAKE-HOME QUESTION #11

Popular music in Canada is commonly grouped into different styles, each with their group of fans. Describe three different styles of contemporary popular music. Describe the cultural values they express. Are they a reflection of the values of the fans of the particular style?

CLASS 12 April 6, 2009 FORCES OF CHANGE AND HUMANITY'S FUTURE

READINGS

Anthropology

Chapter 21: People Defining Development

Applying Anthropology

46 (46): Smith, Cell Phones, Sharing, and Social Status in an African Society

49 (47): Bodley, The Price of Progress

INTERVIEW WITH A PERSON FROM A CULTURE OTHER THAN YOUR OWN

For this assignment, you will 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 Class 10 (March 23, 2009).

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

This assignment is mandatory. It will be counted as one of your Reading Reflections or Take-Home Questions, whichever you wish. As with those assignments, it must be approximately 1000 words in length (not less than 800 nor more than 1250).

This assignment is due by 8:30 am Monday, April 13, 2009. (It may be submitted earlier, if you wish.)