

## DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

### COURSE OUTLINE – Winter 2023

#### AN1010 (A3): Introductory Anthropology – 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:** Shawn Morton, PhD      **PHONE:** (780) 539-2830  
**OFFICE:** C-402      **E-MAIL:** smorton@nwpolytech.ca  
**OFFICE HOURS:** M/W 11:00-12:00 or by appointment

#### CALENDAR DESCRIPTION:

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

#### PREREQUISITE(S)/COREQUISITE:

None.

#### REQUIRED TEXT/RESOURCE MATERIALS:

Kottak, Conrad (2022) *Anthropology: Appreciating Human Diversity*, 19<sup>th</sup> Ed. McGraw-Hill Higher Education.

#### DELIVERY MODE(S):

In Person.

#### COURSE OBJECTIVES:

- To introduce the discipline of anthropology, its general scope, interests, and frameworks.
- To separate and discuss the four (4) principle sub-disciplines of Anthropology.
- To introduce the concepts of culture and society.
- To introduce the sub-discipline of biological anthropology, its general scope, interests, and frameworks.
- To familiarize students with the concepts and processes of evolution and the sources of human variation.

- To introduce the ethical issues surrounding the study of human remains.
- To introduce the sub-discipline of archaeological anthropology, its general scope, interests, and frameworks.
- To familiarize students with the methods of archaeological dating.
- To familiarize students with archaeology's current understanding of human origins and our spread around the world.
- To introduce students to the basics of the agricultural and urban revolutions (the foundations upon which the whole of our modern society is built).
- To introduce the sub-discipline of linguistic anthropology, its general scope, interests, and frameworks.
- To familiarize students with linguistic anthropology's current understanding of human language.
- To introduce the sub-discipline of socio-cultural anthropology, its general scope, interests, and frameworks.
- To familiarize students with important topics in socio-cultural anthropology such as race and ethnicity, and sex, sexuality, and gender.
- To introduce the topic of economy as understood in anthropological study.
- To introduce the topic of political systems as understood in anthropological study.
- To introduce the topics of family and marriage as understood in anthropological study.
- To introduce the topics of religion and the arts as understood in anthropological study.
- To take a critical look at the practice of anthropology (its strengths and weaknesses).
- To consider the role of anthropology in an increasingly globalized world and the effects of globalization on the world's traditional societies.
- To define anthropology's role(s) in the future.

## **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 'culture' as a concept and summarize why anthropologists study it.
- explain the relationship between culture and the individual.
- define 'biological anthropology' and articulate the scope and interests of biological anthropology.
- identify and define the three broad kinds, or types, of research conducted by biological anthropologists.
- describe the biological and behavioural traits, and environmental context, of at least one ancient human ancestor.
- explain where biological diversity in humans comes from and interpret its significance.
- critique anthropology's presumed right to study human remains in a scientific context.
- define 'archaeological anthropology' and articulate the scope and interests of archaeology.
- list common dating methods used in archaeology and paleoanthropology, and evaluate the efficacy of their use.
- present a narrative for human evolution, including important species, scholars, places, and events.
- present a narrative for the initial development and spread of food production, and explain how this development led to the rise of the first cities and states.
- define 'linguistic anthropology' and articulate the scope and interests of the sub-discipline.
- assess some of the many relationships between language and identity.

- define ‘socio-cultural anthropology’ and articulate the scope and interests of the sub-discipline.
- define and apply the concepts of “etic” and “emic” perspectives.
- describe the cultural construction of race and ethnicity and explain how this aspect of identity might be used by society.
- distinguish between sex, sexuality, and gender as a bio-cultural aspect of society.
- define ‘economy’ as used in anthropology and describe how adaptive strategies correlate to other characteristics of society, such as population size, complexity, and social organization.
- define ‘power’ as used in anthropology and describe how political systems correlate to other characteristics of society, such as population size, complexity, and social organization.
- define ‘marriage and descent’ as used in anthropology and describe how commonly identified systems reflect other aspects of society, such as the economy, politics, and social organization.
- define ‘marriage and descent’ as used in anthropology and describe the role that these systems play in society.
- articulate some of the strengths and weaknesses of anthropology as a discipline and offer suggestions as to how these may be addressed.
- define ‘globalization’ and characterize its effects on the global ethnosphere.
- express an informed opinion on the future and value of anthropology as a discipline.

### 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.ca>.

**\*\* 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
8 reading quizzes, 2 points each, for 16 points total	8%
4 assignments, 21 points each, for 84 points total	42%
Midterm exam 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.	
Extra credit for up to 10 points	5%

#### **Reading Quizzes (8 reading quizzes at 2 points each for 16 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).**

#### **Assignments (4 assignments at 21 points each for 84 points total)**

You will complete four minor assignments over the course of the semester. These assignments are intended to serve two primary purposes. First, they are intended to highlight the dynamic and developing

possibilities within anthropological research and public dissemination. Second, they are intended to get you to engage critically and creatively with the materials that anthropologists produce (by writing short biographies, travelogues, etc.). While the requirements of these assignments vary significantly with the topics covered and resources available, they are each intended to give you an opportunity to explore the various sub-disciplines of anthropology (their methods and subjects) in a less structured context. These are supposed to be fun, so jump in and enjoy! **Assignments 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). Don't worry, no prep work is required!**

### **Midterm Exam (40 points total)**

You will write a single midterm exam in this class. This exam will only directly cover the material preceding the exam date. The exam will be worth 40 points and consist of an essay question and response that will be provided in advance. **Your midterm is to be completed on our myClass page, will open as scheduled on Monday at 8 am of the week assigned, and close Sunday at 11:59 pm (see due date on schedule).**

### **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 and will follow the same format as your midterm exam. Your exam is a TAKE HOME. This Exam is NOT cumulative and will only directly cover the material covered since your midterm. 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 an essay question and response that will be provided in advance. **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.**

**Note:** I do NOT provide study guides. Significant quantities of research have served to demonstrate that it is not in a student's best interest to be provisioned with a study guide by the instructor. You may not like it, but the reality is that production of your own study guide is an important studying technique in its own right. Like eating vegetables, this is for your own good. You are encouraged to ask questions in class and to approach me in office hours for guidance. Although this isn't a course where you need to memorize a lot of information, you do need to be familiar with what we've covered and where you can find it. Use the tables of objectives included in each module to structure your study guide.

### **Extra Credit (up to 10 points)**

Extra credit is as stated, extra points above and beyond your regular class assignments. These points are somewhat easy to acquire, but to receive any point you must do exactly as asked. Opportunities for extra credit (worth 5 points each) will be announced throughout the semester.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Date	Topic(s)	Reading(s)
1	Jan. 5	Introduction to course	Syllabus
Homework: Reading Quiz 1 - Due Sunday, Jan. 8, 11:59 PM			
<b>Module 1: What is Anthropology?</b>			
2.1	Jan. 10	What is anthropology? What is a social science?	Chapter 1
2.2	Jan. 12	What do anthropologists do?!	
Homework: Reading Quiz 2 - Due Sunday, Jan. 15, 11:59 PM			
3.1	Jan. 17	What is culture?	Chapter 2
3.2	Jan. 19		
Homework: Reading Quiz 3 - Due Sunday, Jan. 22, 11:59 PM			
<b>Module 2: Introduction to Biological Anthropology</b>			
4.1	Jan. 24	What is biological anthropology?	Chapter 4 (spec. sections)
4.2	Jan. 26	The basics on evolution	Chapters 5 & 8
Homework: Assignment 1 - Due Sunday, Jan. 29, 11:59 PM			
5.1	Jan. 31	Race as a biological concept	Chapter 6
5.2	Feb. 2	Forensic anthropology	
Homework: Reading Quiz 4 - Due Sunday, Feb. 5, 11:59 PM			
<b>Module 3: Introduction to Archaeological Anthropology</b>			
6.1	Feb. 7	What is archaeological anthropology?	Chapter 4 (spec. sections)
6.2	Feb. 9	The great human journey	Chapters 9 & 10
Homework: Assignment 2 - Due Sunday, Feb. 12, 11:59 PM			
7.1	Feb. 14	The agricultural revolution	Chapter 11
7.2	Feb. 16	The urban revolution	Chapter 12
Homework: Reading Quiz 5 - Due Sunday, Feb. 19, 11:59 PM			
<b>Midterm Exam - Due Sunday, Feb. 19, 11:59 PM</b>			
8.1	Feb. 21		
8.2	Feb. 23		
<b>Module 4: Introduction to Linguistic Anthropology</b>			
9.1	Feb. 28	What is linguistic anthropology?	Chapter 14
9.2	Mar. 2	What's the big deal about language?	
Homework: Assignment 3 - Due Sunday, Mar. 5, 11:59 PM			
<b>Module 5: Introduction to Socio-Cultural Anthropology</b>			
10.1	Mar. 7	What is socio-cultural anthropology?	Chapter 13
10.2	Mar. 9	Ethnography	
Homework: Assignment 4 - Due Sunday, Mar. 12, 11:59 PM			
11.1	Mar. 14	Ethnicity and race as social and cultural concepts	Chapter 15
11.2	Mar. 16	Sex, sexuality, and gender	Chapter 18
Homework: Reading Quiz 6 - Due Sunday, Mar. 19, 11:59 PM			
<b>Module 6: Topics in Anthropology</b>			
12.1	Mar. 21	Economy	Chapter 16
12.2	Mar. 23	Politics	Chapter 17
Homework: Reading Quiz 7 - Due Sunday, Mar. 26, 11:59 PM			
13.1	Mar. 28	Family and marriage	Chapters 19 & 20
13.2	Mar. 30	Religion and arts	Chapters 21 & 22
Homework: Reading Quiz 8 - Due Sunday, Apr. 2, 11:59 PM			
<b>Module 7: Why do we Care?</b>			
14.1	Apr. 4	A troubled history	Chapter 23
14.2	Apr. 6	Anthropology in a globalizing world	Chapter 24
15.1	Apr. 11	Wrap-up	
<b>Final Exam - Date TBD</b>			

## GRADING CRITERIA:

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

## 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. Contrary to a popular idiom, it is always better to ask for permission than forgiveness; if you know that you are going to miss a deadline, please let me know in advance.

Attendance and Participation: Attendance will not be taken, and no part of your grade is directly tied to attendance/participation. You are paying good money for this class and committing a significant amount of time to it. To get the most for your money and effort, **attendance is strongly encouraged**.

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.

If you choose to violate the above expectations, either once or repeatedly the following consequences will be enforced:

1. Verbal warning;
2. Meeting after class/in office hours, or;
3. Pursuing a report of non-academic misconduct under the Student Rights and Responsibilities policy.

## STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

**Additional Information:**

Note that you should not take your performance in this course as an indication of how much I like or respect you. No, that will depend on whether you laugh at my jokes (that was a joke). It goes without saying that post-secondary education is a process. You'll figure out what works for you. I'm here to help.