



**COURSE OUTLINE**

**ANTH 140**

**INTRODUCTION TO THE FIELDS OF ANTHROPOLOGY**

**45 HOURS  
3 CREDITS**

PREPARED BY: Dr. Victoria Castillo

DATE: June 29<sup>th</sup>, 2017

APPROVED BY: Dr. Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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## INTRODUCTION TO THE FIELDS OF ANTHROPOLOGY

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**INSTRUCTOR:** Dr. Victoria Castillo

**OFFICE HOURS:** After class

**OFFICE LOCATION:** TBD/A2801 LAB

**CLASSROOM:** TBD

**E-MAIL:** vcastillo@yukoncollege.yk.ca

**TIME:** 10:30 am - 12:00 pm

**TELEPHONE:** Office: (867) 456-8615

**DATES:** Mondays & Wednesdays, Sept. 6 - Dec.20, 2017

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### COURSE DESCRIPTION

This course introduces students to the four central sub-disciplines of anthropology including: physical anthropology, linguistic anthropology, cultural anthropology, and archaeology. Central themes of the course will consider human evolution, the appearance of culture, social organization, culture change and domestication. Students will further explore issues around gender, socioeconomic stratification, theoretical approaches in cultural anthropology, and the application and relevance of anthropological studies within academia and in real-world applications. When possible, examples will be obtained from the western subarctic region. Yukon First Nation pre-contact cultures, historic adaptations, and contemporary lifeways will be explored.

### PREREQUISITES

None.

### EQUIVALENCY OR TRANSFERABILITY

AU Anth 2xx (3)

CAMO Anth 104 (3)

CAPU Anth 1xx (3)

SFU SA 1xx (3)

UBC Anth 100 (3)

UBCO Anth 1<sup>st</sup> (3)

UFV Anth 100 (3)

UNBC Anth 102 (3)

UVIC Anth 100 (1.5)

VIU Anth 1<sup>st</sup> (3)

UR ANTH 100 (3)

Refer to BC Transfer Guide for more information.

## LEARNING OUTCOMES

After completing this course, students will:

- Understand the basic concepts and methods of anthropology
- Understand the nature of human biological and cultural diversity
- Identify the sub-disciplines of anthropology and understand the goals and objectives of each
- Be familiar with a variety of cross-cultural expressions of societies and cultures
- Be able to critically apply the anthropological perspective on one's own society and culture

## COURSE FORMAT

### ASSESSMENTS

#### Attendance & Participation

All students will be expected to attend and actively participate in class and online discussions and activities, as assigned by the instructor. The material covered in the classroom is cumulative in nature, and missing classes may put students at a disadvantage.

#### Assignments

A research paper, exploring a topic selected in consultation with the instructor will be submitted in the 13<sup>th</sup> week of classes. A first research paper outline will be submitted in the 5<sup>th</sup> week of classes. Additional information regarding the research paper outline and final paper will be provided on the course website. Please note the following general requirements:

- All students are encouraged to contact the instructor with questions or concerns about the assignments
- Requests for extensions must be made no less than three days before the due date. Extensions are granted only for extraordinary circumstances
- One (1) mark per calendar day will be deducted if the assignment is handed in after the due date unless an extension has been granted
- All written assignments must be double-spaced and typed using Times New Roman font on 8.5 x 11 size paper. Spelling, grammar and content organization are reflected in the grade.

#### Assessments

Three term assessments which will test student's knowledge on the preceding week's topics will be written through the term. A final assessment, cumulative of all topics addressed throughout the course will be written during the final examination period.

## EVALUATION

In-class Active Participation	5%
10 Online Weekly Discussion Questions	10%
In-Class Reading Summary	5%
Research Paper Outline	5%
Research Paper Submission	25%
Assessments 1 - 3 (10% each)	30%
Final Exam	20%
Total	100%

## REQUIRED TEXTBOOKS AND MATERIALS

Ember, C., Ember, M, Peregrine, P. (2015). *Human evolution and culture: Highlights of anthropology* (8<sup>th</sup> ed). New Jersey: Prentice Hall.

Digital readings available on the course website, other readings may be added.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

This course meets the Yukon First Nations Core Competency requirement. Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to

build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## TOPIC OUTLINE

Week	Topic	Required Readings (additional readings may be added or substituted at instructors discretion)
Week 1, Class 1	Course overview/Introductions Welcome to Anthropology 140!	No required reading
Week 2, Class 2	What is Anthropology?	Chapter 1; (Miner 1956: 503-507) (Hays 3-15)
Week 2, Class 3	What is culture, understanding the concept? <i>Film: Part 1, The Human Family Tree, (96 min. total)</i>	Chapter 9; (Oboler 2003: 3-28)
Week 3, Class 4	Genetics and evolution <i>Film: Part 2, The Human Family Tree, (96 min. total)</i>	Chapter 3; (Marks 2003)
Week 3, Class 5	Understanding human variation and adaptation <i>Film: Skin Deep: The Science of Race, (46 min.) or Biobasics: Genetics and Evolution (24 min.)</i>	Chapter 4; (Brace 2003: 240-255)
Week 4, Class 6	<b>Assessment 1 (1 hour)</b> Why and how do we study the human past / research methods	Chapter 2; (Ember & Ember 3-20)
Week 4, Class 7	Why and how do we study the human past / research methods cont. <i>Film: Kuwoot yas.ein: His Spirit Is Looking Out from the Cave (30 min.)</i>	
Week 5, Class 8	Learning about living primates From primates to hominids <b>Research Paper Outline Due</b>	Chapter 5 (pp. 81-100); (Stanford 2003: 3-18); Chapter 5 (pp. 100-107)
Week 5, Class 9	<i>Film: Becoming Human (Nova 51min.)</i>	
Week 6, Class 10	Who were the first hominids?; The origin of culture and the emergence of Homo Sapiens	Chapter 6; (Simpson 2003: 3-28); Chapter 7 (pp. 135-148)
Week 6, Class 11	The origin of culture and the emergence of Homo Sapiens The Upper Paleolithic World	Chapter 7 (pp. 148-162); (Frayner 2003: 3-24)

Week 7, Class 12	<b>Assessment 2 (1 hour)</b> The transition to food production	Chapter 8 (pp. 163-180); (Cohen 2003: 1-16)
Week 7, Class 13	<i>Film: Guns, Germs and Steel (54 min.)</i> ; The transition to cities and states	Chapter 8 (pp. 180-194); (Smith 2009: 3-29)
Week 8, Class 14	Language and Communication	Chapter 10; (Hill 2003: 3-20)
Week 8, Class 15	<i>Film: The Linguists (64 min.)</i>	
Week 9, Class 16	Getting Food	Chapter 11 (pp. 247-260); (Pasternak 2003: 205-235)
Week 9, Class 17	Economic Systems	Chapter 11 (pp. 260-275);
Week 10, Class 18	Social Stratification	Chapter 12; (Easton 2001: 105-119)
Week 10, Class 19	<b>Assessment 3 (1 hour); Sex, Gender and Culture</b>	Chapter 13; (McKee 2003: 3-38)
Week 11, Class 20	Marriage and the Family	Chapter 14 (pp. 319-333); (Howard & Rensel 2003: 3-36)
Week 11, Class 21	<i>Film: Dadi's Family (58 min.)</i>	
Week 12, Class 22	Kinship	Chapter 14 (pp. 333-347)
Week 12, Class 23	Political Life <i>Film: Ongka's Big Moka (60 min.)</i>	Chapter 15; (Abler 2003: 3-33)
Week 13, Class 24	Politics, Power, Globalization <b>Research Paper Due</b>	Lee 1981; others
Week 13, Class 25	Psychology and Culture Religion, Magic and Worldviews	Chapter 16 in Peoples and Bailey 1994 (pp. 348-367);



		Miller 2009: 203-227)
Week 14, Class 26	Applied and Practicing Anthropology / Field Work and Ethics	Chapters 18 & 19 (Graves et al. 2009: 71-88; Nadasdy 2002: 247-261); (Code of Ethics AAA 1998; ACUNS 2003), Guest speaker
		*Other readings may be added