

ANTH 100: Introduction to Socio-Cultural Anthropology

Instructor: Dr. Charles Menzies, Associate Professor of Anthropology
E-mail: charles.menzies@ubc.ca
Office Hours: Starting Sept. 9. 13:30 – 14:30. AnSo Building
Class Time/Day/Location: Mondays & Wednesdays: 12:00- 13:00. Room: Scarfe 100
Web page: <http://www.charlesmenzies.ca/>
Teaching Assistants: Sarah Fessenden, Cordelia Frewen, Daniela Oliverio-Lauderdale, Danielle Thrasher

In Class Laptop Use

- Laptop use is restricted to the front three rows of the class and only for the purposes of taking notes.

Key Dates

- **Sept. 5.** First Class.
- **Oct. 23.** Mid term exam
- **Nov. 22.** Research paper due
- **Dec. TBA.** Final Exam.

Tutorials

- Each student will sign up for one of the weekly tutorial/discussion groups. There are no tutorials during the first week of class. **No tutorials Sept. 6.**
- Tutorial groups will provide a workshop environment for developing effective anthropological research and writing skills through guided discussions of course reading.

Required Readings:

- L. Kaifa Roland. Cuban Color in Tourism and La Lucha.
- Andrew Walsh. Made in Madagasca.
- Charles Menzies. *Red Flags and Lace Coiffes*.
- Charles Menzies & Anthony Marcus. Anthropology for a Small Planet.

Evaluation Profile:

Assignment	Marks
Tutorial participation	10 marks
Mid-term Exam	30 marks
Research Paper	20 marks
Final Exam	40 marks
Total	100 marks

Course Reading List and Timetable

Introduction- what is anthropology, and what do anthropologists do?

Sept. 4: What is Anthropology (and what it is not!). Course intro, details, expectations, and ground rules.

Sept. 9: Anthropology – a diverse practice!

Reading Assignment

- **Red Flags and Lace Coiffes. (RFLC)** “Preface and Introduction.” (pages xi-xiv, 1-23).
- **Cuban Color in Tourism and La Lucha (CCT).** Chapter 1 (pages 1-19).

Sept. 11: Anthropology - a cross-disciplinary discipline.

Reading Assignment

- **Anthropology for a Small Planet (AfSP).** Introduction: “A Small Planet” (pages ix-xv).

Sept. 16: Examples from course ethnographies (1): fieldwork and research.

Reading Assignment

- **AfSP.** Chapter 1: Identity, the Self, and Other. (pages 3-14)
- **AfSP.** Chapter 3: Minutemen Militia, USA (pages 25-36).
- **RFLC.** Chapter 1: Social Struggle. (pages 25-47).

Anthropology of Progress and Development

Sept. 18: Cancelled – University-wide cancellation of classes to attend Truth and Reconciliation Events.

Sept. 23: The Development of Underdevelopment

Sept. 25: Examples from course ethnographies (2): globalization and social struggle.

Reading Assignment

- **RFLC.** Chapter 2: Symbols of Struggle. (pages 49-68).
- **Made in Madagascar (MiM).** Introduction: Links (pages xv-xxx) and The Place of the Rocks (pages 1-22).

Sept. 30: Anthropology of Globalization

Reading Assignment

- **AfSP.** Chapter 4: Racism as a Transnational Process. (pages 37-56).
- **RFLC.** Chapter 3: Episode, Not Epoch. (pages 68-81).

Oct. 2: Neoliberalism and the Culture of Capitalism.

Reading Assignment

- **AfSP.** Chapter 6: Hemmed in and Shut Out. (pages 73-95).

Oct. 7: Anthropology of Work

Reading Assignment

- **MiM.** Living in the Wake of Sapphires. (pages 23-48).
- **RFLC.** Chapter 4 & 5: Working at Sea / Working Ashore. (pages 83-110).

Anthropology of ‘Real World’ Issues

Oct. 9: Race, Gender, and Relationships.

Reading Assignment

- **CCT.** Chapter 2 (pages 20-43).

Oct. 16: Race and Systems of Economic Exploitation

Reading Assignment

- AfSP. Chapter 5: Indian or White? (pages 59-72).

Oct. 21: Systems of Relatedness and Relating

Reading Assignment

- RFLC. Chapter 6: The Difference a Family Makes. (pages 111-121).

Oct. 23: Mid Term Exam.

Oct. 28: Dimensions of Inequality – Social Class

Reading Assignment

- RFLC. Social Class and the Artisanal Fishery (pages 91-94).

Oct. 30: Household production, women's work, and gender inequality.

Reading Assignment

- (wages for housework).

Nov. 4: Households, families, and systems of production.

Reading Assignment

- WHG? Chapter 7: "The Black Family and Homelessness." (pages 98-117). Reading will be posted on the course webpage: <http://www.charlesmenzies.ca/co100.html>

Nov. 6: Dimensions of Inequality- Tourism

Reading Assignment

- MiM. Chapters 3 & 4: (EcoTourism, pages 49 - 99).
- CCT. Chapters 3 & 4: (Tropical 'Beach' Tourism, pages 44 – 86).

Nov. 13: Anthropology of Violence – justifications and critique.

Nov. 18: Examples from course ethnographies (3): concluding statements.

Reading Assignment

- MiM. Conclusion (100 – 112).
- CCT. Chapter 5 (pages 87 - 95).
- RFLC. Conclusion (pages 123-129).

Nov. 20: No Class Today.

Nov. 22: Research Papers DUE TODAY in tutorials. All essays must be printed out on paper and submitted in person to your teaching assistant.

Nov. 25: Social Justice Anthropology.

Reading Assignment

- AfSP. Chapters 8 & 9 (pages 118-160).

Nov. 27: Exam details and review.

Nov. 28: Term papers returned in tutorials

Assignment Guidelines and Evaluation Criteria

In Class Wireless Device Policy

All wireless devices (cell phone, laptops, tablets, etc, etc, etc,) are to be off while in class. This is a large class and the use of personal devices to communicate, play games, or otherwise not engage in the course demonstrates a lack of respect for your fellow classmates, your instructor, and –ultimately- for your own learning. You are asked to be respectful of the learning community and to turn off all of your personal devices. If you need to use your device you can do so in the hallway outside of the class.

Laptops for note taking: If you wish to use a laptop (or similar device) to take notes you must sit in the front three rows of the class.

Academic Policies

Late Policy: Circumstances beyond one's control may at times make it difficult for a student to hand in a particular assignment on time or, on occasion, cause one to miss a scheduled quiz. In such cases, a student should do their best to speak with the instructor **before the deadline** to discuss a modest extension or alternative. Missed exams will be entered as a zero unless the student makes prior alternative arrangements with the instructor.

Academic Honesty: The University's policy on academic dishonesty is clear –it is not tolerated. Detailed information on The University's policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>

Ignorance of the regulations or the definitions of academic dishonesty will not be considered a reason for leniency or an excuse for academic dishonesty.

Please be advised that any act of academic dishonesty will result in an immediate grade of zero (F) on the assignment in question. In addition, the student will be dismissed from the class and will be referred to the department head for review prior to being permitted back into the course.

Tutorial Participation (10 marks)

Participation is an important aspect of the learning environment for this course. Students are expected to participate fully in all tutorial activities such as small group discussions, problem solving-sessions, and short presentations based on assigned readings. Tutorial and lecture attendance is expected and the Instructor and Teaching Assistants will work together to record attendance and level of participation in all aspects of the course. The chart below outlines the evaluation criteria that are being used in this course to determine participation grades.

Mark	Category	Criteria
10	Outstanding	Continually encouraging and supportive of others, very active leadership and interpersonal skills. Volunteers, facilitates the learning of others. 100% punctual attendance and on-time assignment completion. Excellent attitude and effort.
8	Very Good	Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on time. Positive attitude and high level of effort.
6	Adequate	Works well with others, willing to contribute toward class discussion. Only 1 or 2 days non-punctual/non-attendance. Completed assignments on time. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2 days non- punctual/non-attendance. One or more assignments not completed on time. Motivation and initiative low. Minimal effort.
2	Poor	Zero contribution and support given during class processes. Poor punctual and attendance record. Assignments not completed on time. Attitude, participation and effort do not meet acceptable standard.

Mid Term Exam (30 marks)

The mid term exam is set for October 17. You will have 50 minutes (the full scheduled period) for the exam.

Research Essay (20 marks)

Students will write an ethnographic essay **-five double spaced pages maximum**. Students will develop their paper topics in collaboration with their teaching assistant and instructor. Students will draw from the three course ethnographies for inspiration in the crafting and research of their own papers. For evaluation criteria see “writing formal essays” guide below.

Final Exam (40 marks)

The final exam will be a comprehensive exam scheduled during the Christmas exam period. The format will be similar to the mid term. You will have 2.5 hours to complete the final.

Writing Formal Essays (Guide and Evaluation Scheme)

1. General Expectations
 - Evidence that you have really explored and understood the issue under discussion.
 - Evidence that you have understood the assignment and have successfully conveyed that understanding in your treatment of the material.
 - Evidence that you have managed to properly limit and focus your argument (appropriate register to topic; try not to get lost in a discussion of broad general issues but focus on specifics of the topic, making reference to broader issues only as appropriate).
2. Argument
 - Thesis: appropriate to assignment, focused, thoughtful, original.
 - Support of thesis: consistent throughout (no internal contradictions), logically developed, persuasive, original.
3. Organization
 - Introduction: Should get the reader’s attention, let the reader know what the essay will be about, give some sense of what your argument will be.
 - Body: Paragraph should be well organized. Each paragraph should have a topic sentence and should deal with one general idea. Paragraphs should be logically ordered – ordered in a way that best conveys your ideas and argument. There should be smooth transitions between sentences and paragraphs, with no abrupt shifts in topic or “gaps” where your reader is left wondering what the connection in between what you have just said and what comes next. Your sentences and paragraphs should be devoted to analysis and argument. Avoid plot summary or highly descriptive paragraphs.
 - Conclusion: May involve some summary or very brief overview of your argument or analysis, and should convey some sense of the significance of your argument.
4. Style
 - Diction: Avoid slang, clichés, euphemisms, jargon. Try to be conscious of the language you are using and find language that specifically states what you are trying to convey (rather than implying the meaning).
 - Spelling: Check you spelling; use a spell check if you have one and/or ask someone to read your essay for you.
 - Syntax: Check your writing for sentence fragments, run-on sentences, comma splices, subject/verb agreement, and dangling modifiers. If you are not familiar with syntax errors, please check a grammar handbook.
 - Tense: Try to use the present tense as much as possible. Try not to shift tenses unless it is necessary.
5. Form and Research Methods
 - Incorporation of primary sources: It is important that you make adequate and specific reference to relevant literature. When you cite a text, you need to analyze the specific features of the passage you are quoting and comment on the significance of the passage in

relation to your larger argument. Do not over-quote. Quotations from sources should support or supplement rather than “prove” or overwhelm your own argument.

- Quotation format: Quotations should be introduced with smooth transitions and incorporated within the flow of your argument.
- Citation format: You always need to include a References Cited list. For format style, check the *American Ethnologist* guide to authors included in each issue for directions.

Essay Letter Grades

A range - is strong in all of the above domains. *In particular, it contains an element of originality in its argument*, indicating a high quality of thought. It must not contain organizational or stylistic errors.

B range - *is good*, but lacks the original quality of an A essay. It also may contain stylistic and/or organizational errors, or show some hint of interpretive difficulties.

C range - is on topic and for the most part makes valid observations, but is problematic in argument and/or style, provides little concrete and effective reference to the issue/concept/question under study, or makes a fairly wide range of organizational and stylistic errors.

D range - is largely off topic and/or contains numerous and serious compositional errors.

F range - does not meet any of the above minimum requirements. For example, the essay is completely off topic, is incomprehensible, or has been plagiarized.