

**DOUGLAS COLLEGE**  
**Anthropology 1100-001**  
**Introduction to Social and Cultural Anthropology**  
**Fall 2011, Mondays and Wednesdays, 8-9:50a (NW 2203)**

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**Twitter:** Follow @douglasanth (anthropology news, department updates)  
Watch <http://twitter.com/douglasanth>

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## Aims and Objectives

In a recent book, Canadian anthropologist Wade Davis writes:

Anthropology began as an attempt to decipher the exotic other, with the hope that by embracing the wonder of distinct and novel cultural possibilities, we might enrich our appreciation and understanding of human nature and our own humanity (Davis, *The Wayfinders*, 2009:10).

This course is designed to get you thinking about cultural diversity – those novel cultural possibilities that Davis mentions – and why cultural diversity matters. Moreover, this course asks you to consider why we should care if the different cultures of the world disappear under a wave of modernity. Wouldn't it just be easier if we all believed the same things or spoke the same language? What is gained by living in a world where there are many different cultural realities?



Talking with a hunter in N. BC

We consider these questions through the lens of cultural anthropology. We will look at cultural difference under topics like language, culture, kinship, politics, economics, and religion. And, we'll do so by investigating examples of cultural practices from around the world using lectures, films, and slides.

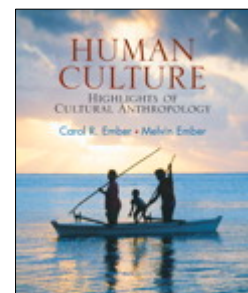
## Other Course Resources

[www.tadmCILwraith.com](http://www.tadmCILwraith.com) – This is my website. A page on the website is devoted to this class. (Check the right-hand sidebar.) You can keep up with the lecture schedule there, find additional copies of handouts, and review slides presented in class. The webpage is essentially a syllabus with links to additional information. You can also see my **Google Chat status** on the front page of the website. And you can find links to news stories discussed in class on your class's page.

## Textbooks

Ember, Carol R. and Melvin Ember. 2009. *Human Culture: Highlights of Cultural Anthropology*. Toronto: Pearson Ed.

Barker, John. 2008. *Ancestral Lines: The Miasin of Papua New Guinea and the Fate of the Rainforest*. Toronto: Broadview.



## Course Requirements

- i) Readings: Students are expected to complete required readings before class.
- ii) Tests and Exams: There are 2 midterms and a final quiz for this course. Students are responsible for all materials discussed in class. The tests will cover material from a limited number of lectures and the final exam will include materials from the entire course.
- iii) Written Assignments: There are two longer written assignments and two shorter written assignments for this course. The longer assignments consist of 1) the observation of a 'cultural scene' and 2) the interpretation of the activities in that 'cultural scene.' The shorter assignments require you to review briefly two chapters of Barker's book (one in each half of the term).

## Evaluation and Due Dates

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
Chapter Review I	September 26	10
Observation Writing Assignment I	October 12	20
Midterm I	October 5	15
Chapter Review II	November 9	10
Midterm II	November 16	15
Observation Writing Assignment II	November 28	20
Final Quiz	December 5	10

All assignments will be discussed in class. Instructions are provided in this package.

## General Course Policies

*Respectful Learning Environment:* Students are expected to adhere to all College policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through message boards, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronics in class. Be aware that anyone sitting behind you can see what you are doing on your laptop – and it can be VERY distracting. If you feel you must watch movies, do email, text, etc. during class, then please get yourself a privacy screen for your laptop's monitor. Better yet: save those activities for another time.

*Attendance:* As material discussed in class will differ from the text material, attending class is important. If you miss a class, it is strongly recommended that you obtain the notes from another student.

*Missed Tests:* You must contact the instructor before an examination if an emergency prevents you from attending. Make up tests will only be administered if the student provides a legitimate and pressing reason for missing the test. Otherwise a grade of 0 will be assigned for the test.

Let me put it this way: it is always in your best interest to talk with me if you have an issue before an assignment is due or a test is scheduled. I am in a much better position to help you before the due dates than I am after them.

*Late Assignments:* Penalties for late assignments will be discussed in class. No assignments will be accepted after the last day of our class.

**NOTE: If I grant you an extension, late penalties still apply.**

*Plagiarism (Academic Dishonesty) Policy:* Plagiarism is defined as a student “submitting the words, ideas, images or data of another person as his or her own in any academic writing, essay, thesis, research project or assignment in a course or program of study”. Plagiarism amounts to cheating: it is a serious academic offence and will be dealt with as such in this course. If you are caught plagiarizing, you will receive a grade of 0 for the assignment and you will be subject to College disciplinary measures.

*Language Competency Policy:* Students are advised that this is a language intensive course. Much of the material covered relies upon students possessing a good grasp of English grammar and syntax. It is strongly recommended that students have completed English 124 (Writing Skills) or possess its equivalent level for reading and writing English prior to taking this course. Students who do not possess a “post-secondary” level of reading and writing competence in English will not be able to complete this course successfully. Students for whom English is a second language are strongly advised to ensure that their level of English proficiency is adequate before taking this course.

## Lectures and Reading Assignments

The course will follow the general outline of the textbook and we will use films, slide presentations and discussion groups in order to complement the materials presented in the book.

Note: Barker = *Ancestral Lines*

Ember = Ember and Ember's *Human Culture*

Week	Date	Lecture Topic	Readings	AV Presentations	Assignments
1	Sep 5	No Class			
	Sep 7	Intro, Culture	Ember 1&2		
2	Sep 12	Intro, Methods			
	Sep 14	Intro, Methods	Barker Chp 1	Cannibal Tours	
3	Sep 19	Economics	Ember 4		
	Sep 21		Barker Chp 2	Tabltan Slides	
4	Sep 26	Exchange			Review 1 Due
	Sep 28			Ongka's Big Moka	
5	Oct 3	Kinship	Ember 7 Barker Chp 3		
	Oct 5	<b>Midterm I</b>			<b>Midterm I</b>
6	Oct 10	No Class			
	Oct 12	Kinship			Observation Due
7	Oct 17	Kinship		Kinship and Descent I	
	Oct 19	Religion			
8	Oct 24	Religion	Ember 9 Barker Chp 4		
	Oct 26			Witchcraft Among the Azande	
9	Oct 31	Politics	Ember 8		
	Nov 2			The Mursi	
10	Nov 7	Social Stratification	Ember 5 Barker Chp 5		
	Nov 9			Man without Pigs	Review 2 Due

11	Nov 14	Barker/Language	Barker Chp 6; Conclusion Ember 3	
	Nov 16	<b>Midterm II</b>		<b>Midterm II</b>
12	Nov 21	Language		
	Nov 23	Language	The Dane Zaa	
13	Nov 28	Culture Change	Ember 10	Observation 2 Due
	Nov 30			
14	Dec 5	<b>Quiz</b>		<b>Quiz</b>

### Anthropology 1100 Questions for Ember and Ember

Note: The questions are provided in the order the chapters are used in the course.

#### Chapter 1: Importance of Anthropology

1. How do the authors define anthropology? Is there anything missing?
2. What are the four fields of anthropology? How are they similar, or, what makes them all part of the study of anthropology?
3. What is a theory? Why is a theory useful to the anthropologist?

#### Chapter 2: They Study of Culture

1. How do the authors define culture? What's missing? Is there anything in the definition that is unnecessary?
2. What characteristics of culture do the authors emphasize?
3. What is ethnocentrism? Why is it a problem for the anthropologist?
4. What is cultural relativism? Why is it necessary for the anthropologist? Can it be a problem?
5. What methods do anthropologists use to study culture?
6. What are the characteristics of participant-observation?

#### Chapter 4: Economics

1. What kinds of activities constitute food collection?
2. What kinds of activities constitute food production?
3. What is the difference between horticulture and agriculture?
4. What kinds of property are owned by pastoralists?
5. How is land valued by foragers? Agriculturalists?
6. What is meant by reciprocity?
7. List the differences between generalized and balanced reciprocity.
8. What is the relationship between 'exchange' and 'production' of food?
9. Is balanced reciprocity the same as buying things in a store?
10. What do givers get out of redistribution systems?

#### Chapter 7: Marriage, Family, and Kinship

1. How does the textbook define marriage? Do you have any problems with their definition? Why is a single definition of marriage difficult?
2. What is the incest taboo? Why does it seem to exist in all cultures?
3. What is a descent system? What does it do for members?

#### Chapter 9: Religion and Magic

1. State a definition for religion. Why is it hard to come up with one definition?
2. How do anthropologists explain the origin of religion?
3. Is the term 'supernatural' useful? Why or why not?
4. What is magic? How is it different (or the same) as sorcery and witchcraft?
5. What is the difference between a shaman and a priest?
6. How do religions change?

#### Chapter 8: Political Life

1. In popular culture, or everyday talk, what do bands and tribes refer to? What is a chief? How do anthropologists think about these concepts differently?
2. What is the relationship between modes of production and types of political organization?
3. What kinds of leaders do you see in bands, tribes, chiefdoms, and states?
4. Distinguish laws and norms.

#### Chapter 5: Social Stratification

1. Do all cultures show social inequality?
2. Associate modes of production with different types of groups in society.
3. Distinguish egalitarian societies from ranked and class-based societies.
4. Are egalitarian societies truly possible?
5. How is race different from ethnicity?
6. Why does inequality appear in human history?

#### Chapter 3: Language and Communication

1. Distinguish language from communication.
2. What is required for communication to occur?
3. Can you communicate with yourself?

4. How do writing systems represent poorly sound systems?
5. What is the Sapir-Whorf Hypothesis? Where do you stand?
6. Should we care that languages change? Should we care if a language disappears or dies out?

#### Chapters 10 & 12: Culture Change and Applied Anthropology

Note: Read Chapter 12 with an eye to learning about the different applications of anthropology.

1. Distinguish invention from discovery.
2. How does diffusion work?
3. How are acculturation, assimilation, and genocide similar and different?
4. **Should we care that cultures change? After all, don't all cultures interact and change? (Or, is the issue more about HOW cultures change?)**
5. What ethical issues are involved in doing applied anthropology? (Doesn't applied anthropology violate the goal of being culturally relative?)
6. What are human rights? (Doesn't the idea of universal human rights violate the principles of cultural relativity?)

### Anthropology 1100

#### Questions for Barker's Ancestral Lines

##### Chapter 1: Fieldwork Among the Maisin

1. Where do the Maisin live? How do they make their living?
2. Why does Barker want to study the Maisin? What is the topic of his research?
3. What is Barker's 'arrival story'?
4. What is tapa? Why does Barker use it as a central metaphor for the book?
5. What does Barker say participant-observation entails?
6. What is ethnographic research? What methods does Barker use to answer his research questions?

##### Chapter 2: Making a Living

1. What economic system do the Maisin practice? (What is their mode of production?) How does it work?
2. How is the work 'gendered'?
3. How is the garden related to spiritual activities?
4. Why is reciprocity so critical to life in Uiaku?
5. Is, as Barker wonders, the giving of gifts in Uiaku "calculating and harsh"?

##### Chapter 3: The Social Design

1. What is meant by the term 'age cohort'?
2. How are Maisin lives like tapa cloth?
3. Why is it considered bad to be alone in Maisin culture?
4. What are the expectations of boys, girls and men, women?
5. Does Maisin culture allow women any political power?

6. What kind of descent system is found in Uiaku?
7. What are the three levels of groups in place in Uiaku?

#### Chapter 4: The Spiritual Realm

1. What is the place of Christianity in Uiaku? In other words, what is the relationship between Christianity and traditional spirituality?
2. What is Maisin cosmology?
3. What does Barker mean by sorcery? Do the Maisin mean the same thing?
4. What happened to Mona? How do the Maisin explain it?
5. Do traditional beliefs, Christianity, and science conflict for the Maisin?

#### Chapter 5: Community

1. According to Barker (and anthropologists in general) what two concerns overlap when community is studied?
2. What is community?
3. What is the basis of the Maisin legal system? Is it traditional? Based on something else?
4. What is meant by being 'big' in Maisin culture?
5. Is this place politically egalitarian? (What kind of political system is in place here?)

#### Chapter 6: Cultural Change: Tapa and the Rainforest

1. What choice(s) do the Maisin have to make in this chapter?
2. Who are the players in the logging disputes? Chart them out.
3. What problems at home do the Maisin face when joining NGOs to stop logging?
4. What is the role of tapa in the dispute over the rainforest?
5. What is MICAD and how does it play into the rainforest dispute?
6. What is meant by friendship in Uiaku?

Anthropology 1100-001 Fall 2011 Chapter Review Assignments Review #1 Due: September 26; Review #2: November 9
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## Introduction

This course requires that you read an ethnography called *Ancestral Lines* by UBC anthropologist John Barker. Each chapter relates directly to the themes and lectures of the course. As such, this ethnography is meant to complement your textbook which has a limited number of extended examples of cultural activities and behaviors.

For these two assignments, you are required to summarize 2 chapters of your choice (one from each half of the term). Specific details of what to include in the reviews are given below.

## Administrative Details

**Review #1** is due in class on September 26. For Review #1, you must review one of chapter 1, 2, or 3 from *Ancestral Lines*.

Read all chapters. Do not review all of them.

**Review #2** is due in class on November 9. For Review #2, you must review one of chapter 4, 5, or 6 from *Ancestral Lines*.

Read all chapters. Do not review all of them.

Each review is worth 10% of your total grade. If your submission is late, you will lose 1 point / week (10%) starting after the class in which the assignment is due.

## Specific Requirements

Reviews are limited to 500 words or about two pages double spaced. Do not exceed this limit. It is conceivable that your review will be shorter than this. Your review must be written in sentences and paragraphs. Please indent your paragraphs. Do not write a one page paragraph; they are very difficult to read. It is not necessary to use a cover page but please put your name on the top of your paper. Get someone to proof-read your paper.

## Suggested Process

1. Read the chapter.
2. Note or highlight interesting features of the text in the margins. These features might relate to: the 'content' of the chapter, or what is being described by Barker; the position and role of the anthropologist; the way in which the chapter is written; questions that the chapter raises for you. Your observations may be about other things too.

3. On a piece of scratch paper, write out the main points and arguments made in the chapter. What is the chapter about, and what are the major conclusions? Write out in skeleton form how each argument is developed and how a larger conclusion is reached.
4. Now that you have identified the main points, write an outline of your short summary. Tip: in making the outline, be analytical, not chronological. That is, do not reproduce each point as it is written chronologically in the chapter. This always obscures the larger argument. Instead, think of how the main points are related and try to integrate them into your paragraphs.

## Write Up

Write a 500 word review of the chapter. Your review must include:

- a. A statement of what the chapter is about (ie. the summary).
- b. A note about how the chapter relates to the class or to anthropology in general. How does it match up with lectures and/or the textbook.
- c. A question that the chapter raises for you and a potential answer to the question. The question must be generated by the chapter and answered with reference to the chapter. (Note: do not use the questions I have given you as your questions! Do not ask a question that Barker answers directly.)

I could imagine your summary will have three paragraphs, each one dealing with the above points. Expect to write more than one draft as you prepare this work.

And, your mark will be based on the level of success at completing each of a, b, and c.

## Tips

The three 'Cs':

**Comprehensiveness:** the summary should summarize all of the main points of the chapter. Your mark will be lower if important points are missing. Pay attention to the details, but make sure they are used in support of the main points and they do not cause the reader to lose focus on the main themes of the chapter.

**Clarity:** try to cover the main points in the limited space, without vague or imprecise language. Use straightforward and direct language, like you were explaining each point to a classmate.

**Cogent organization and writing:** organize your summary points and use good essay structure. Use topic sentences for each paragraph and make sure order of each paragraph makes sense. (The structure of these reviews is already provided for you, above.)

(Kudos to Dr. John Alderete, SFU Linguistics.)

Anthropology 1100-001  
Ethnographic Observation Exercise I  
Due in class October 12, 2011

*Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess.*

*-Margaret Mead*

## **Introduction**

This assignment is designed to give you the opportunity to make observations of a 'cultural scene' as an anthropologist would and to try out a key method of anthropological research for yourself. You will be required to write a short description of your chosen scene and then to make a comment on those observations. This assignment also provides you with some of the materials you will require for completing your essay assignment, due later in the term.

## **Recommended Process: Summary**

1. Choose a cultural scene, one which has some human activity (see below). This process will be discussed in class. Keep in mind that you will have to repeat the observations of this scene for your essay later in the term.
2. Observe your scene for 15 minutes and no more.
3. Make short notes as you observe your scene, or, if making notes is impossible during your observation, make short, point form notes immediately after your observation is over.
4. Fill out your notes once as soon as possible after your observation is done.
5. Complete a short write-up of 3 pages. Your write-up will describe the scene and make a comment about it.

## **Recommended Process: Detailed Instructions**

### 1. Choosing a Cultural Scene

Choose a scene that is contained in a small area and has a definite focus of human activity. These scenes need not be fancy or complicated ... you will get enough information for the write-up while watching just about any activity.

Also, you must choose a scene that you can return to again. Your essay assignment later in the term will involve revisiting the scene, observing it again for 15 more minutes, and making comparisons with your original observation. This requirement should encourage you to observe a public place or activity.

I STRONGLY suggest you choose a scene that you are not directly involved in, OR, do not know much about. Choosing an unfamiliar scene will make this assignment easier for you. Typically, the people who do poorly on this assignment observe the place that they work because work places are too familiar to people and they make assumptions about what they have seen.

## Examples of Possible Ethnographic Scenes

- The coming and going of shoppers in a mall
- Getting on and riding the bus
- Buying coffee at a coffee shop
- Crossing at a cross-walk

## Examples of Difficult or Challenging Ethnographic Scenes

- A family party or party with friends: This would be difficult because as a primary participant, you will find it very hard to sit back and observe what is going on around you.
- Scenes discovered while traveling: It will be hard to return to do a similar observation again.
- The place that you work: Almost always, you can not put aside what you already know about the scene. This results in conclusions about the scene that are not based on observations you made during your 15 minute time period.

PLEASE NOTE: Do not choose scenes that are likely to have children as their focus. This includes daycares, parks, or playgrounds. Clearly many scenes will have situations in which the observation of children is unavoidable, such as at a mall, but we do not have approval of the College's Ethics Committee to study scenes where children are the primary participants. Please talk to me if you have any concerns in this regard or are unsure if your scene will focus on children's behavior.

**(If your completed observation is of children, you will be penalized with a lower mark and you will have to choose a new scene for the second assignment.)**

### 2. Observation

Observe your scene discreetly for about 15 minutes. In many cases, the easiest way to do this is to find a place to sit quietly and then to simply watch what is going on. Please do not talk to people or interview people during this time.

### 3. Note taking

Take notes in a small notebook. If it is possible to make notes during your observation, do so, but do not find yourself so focused on taking notes that you do not watch what is going on. Your notes should include:

- Information about the scene itself – who is there, lighting, physical description, etc.
- Information about what you saw people doing

You must submit your notes along with your write-up on the assignment due date. I will return the notes with your graded assignment.

#### 4. Filling out your notes

When your fifteen minutes are up, leave the scene. In a quiet place, fill out your notes. Be sure to include more details about the topics above. At this time, you should start to think about themes, patterns, or conclusions in what you saw.

*Note: This step is critical. Not only is it a key component of any anthropologist's activities, you will need to use these notes later in the term when you do your second observation. If the notes of your original observation are poor, it will be difficult for you to compare your second observation with this first observation.*

#### 5. Write-up and Submissions

Your write-up is limited to 750 words or three pages, double spaced. Do not write more even though you might be able to. In your write-up, you should discuss the following things and your papers will be graded based on this list:

- What you did. This may be a simple statement of where you went, how you set up to do your observation, and perhaps why you made those decisions.
- A general description of the scene. These are taken from your notes and should give me enough to understand what you were seeing.
- What you saw people doing. These are taken from your notes as well. This is the heart of your description and should provide me with the details of how the people you saw were involved in the scene you were observing.
- A general conclusion about what you saw. This conclusion might be as simple as a detailed comment on the activity like something you never realized about the scene you observed. *This requirement is key for a good grade*, as this exercise is about observing a scene and commenting on it. It is more than just description. Keep in mind, however, that your comment does not have to be earth shattering ... it may be fairly straightforward and mundane while still moving your paper from observation and description towards analysis.

You will need to make decisions about how much to tell me and what is important about your scene. It may not all be important.

**A complete assignment includes your write-up (#5 above) and your field notes (#4 above).**

## Other Notes

- This is an observation exercise only. Do not interview people involved in the activity. Participate enough to allow you to fully observe the scene. This may mean that you simply choose a seat in or near your scene and watch what happens for the fifteen minute period.
- Do not feel that you need to make a startling conclusion or observe something completely radical. A lot of anthropological observation is based simply on careful and detailed description of what most of us otherwise take for granted.
- I can not say it enough: Your conclusion must be based on something you saw during the observation period. If you know more about your scene than you saw during the 15 minutes, you can not use it.
- Your text has a discussion of participant observation. Also, your week two lecture notes will help you with examples of how anthropologists think about ethnographic observations.
- You do not need to conduct any library research to complete this assignment.
- Good writing counts and poor or sloppy writing will result in a lower grade. This means that your paper should be written in paragraphs with topic sentences, complete sentences, and a thesis to give the text direction. If you are unclear about how to compose this assignment please discuss it with me or contact academic services at the college. Please have someone proof read your write-up for spelling and grammatical accuracy.
- You can email me to discuss your choice of cultural scene or your write-up anytime. I will respond promptly. If you want me to look over your write-up I am willing to do so during office hours.

## Due Date, Late Papers, and the Value of the Assignment

This assignment is due on October 12, 2011. Consider completing the observation in the first couple of weeks of term so that if you run into problems you can discuss them with me.

This assignment is worth 20% of your grade and it will be marked out of 20. If you hand it in after class time on October 12, it is considered late and you will lose 1 point out of 20 per week late (5%).

**Marking Feedback for Observation Assignment #1**  
**Due October 12, 2011; Worth 20 Points**

Name: \_\_\_\_\_

Introduction includes:

- A brief statement of what you did.
- A direction for the paper indicating what your conclusion will be.

Main paragraphs include:

- A general description of the scene, taken from your notes.
- What you saw people doing. These are taken from your notes as well.

Concluding paragraph includes:

- A general conclusion about what you saw. Does the conclusion move your paper from observation and description towards analysis?

Style and Expression; Other

- Is the paper grammatically correct? Is it clearly written? Is it concise?
- Are the observation and its results interesting, useful, or unique?
- Are the Fieldnotes attached? Useful and thorough?
- Late? (-1 point/week starting after class, October 12)

Anthropology 1100-001  
Ethnographic Observation Exercise II  
Due at the Beginning of Class November 28, 2011

Introduction

In this assignment, you are expected to expand upon your ethnographic observations by including analysis using key terms and ideas in anthropology. You are required to repeat your initial ethnographic observation and then discuss both observations with reference to two concepts from our course.

Process

1. Visit the ethnographic scene you visited earlier in the term and repeat your 15 minute observation. Make notes about the scene during and after your observation.
2. Identify two concepts in the course which can help you explain what you saw in your observation.
3. Write an essay with the following components: 1) a comparison of your two observations; 2) definitions of 2 concepts from the class related to your observations; and, 3) the application of the concepts to your observation to help explain what you saw.
4. Submit essay and field notes.

Detailed Instructions

1. Re-visit your ethnographic scene and conduct a 2<sup>nd</sup> 15 minute observation.

You are not required to go to the exact place at the exact time ... but in your write-up you will need to describe to me how the two observations you did were similar and different.

2. Identify 2 Concepts from the Course

In choosing your concepts, pick two that relate to your observation and/or conclusion. Choose the concepts from the text book or the lectures. Some concepts that might be useful to you are listed on the study sheet for test 1. Also, you may use concepts from the text book that we have not yet discussed. I am happy to discuss up-coming concepts with you if you want to use them. Possible concepts include:

- culture (tricky ... talk to me)
- subsistence activities
- groups
- influence, power
- norms, laws
- shaming, guilt
- cultural relativity – absolute, critical (tricky ... talk to me)
- exchange
- reciprocity
- ritual (tricky ... talk to me)

### 3. Write the Essay

Your essay should be written in sentences and paragraphs, double-spaced, and be a minimum of five pages and a maximum of 7 pages (1200-1500 words).

In your write-up, you should include the following details. I will use these four points as a guide for marking your essay.

1. A short summary of what you did for your two observations. This can be a short paragraph reminding me of where you went and what you did. Please note any differences in your methods, such as a change in time of day, location of the scene, etc.
2. Tell me about the similarities and differences between the two observations – in what you saw.
3. Introduce the two concepts you use to understand what you saw. This would probably include a general definition of the concepts.
4. Apply the concepts to the scene. Explain to me how the concepts apply to the **observations and conclusions** you made. A successful connection between the concepts and the observation includes the characteristics of the concept and how the observation exhibited those characteristics.

### 4. Submit Essay and Field Notes (Due Date)

This assignment is due at the beginning of class on November 28, 2011. Please submit your field notes along with your paper. This assignment is worth 20% of your grade and it will be marked out of 20. If you hand it in after class time on November 28, it is considered late and you will lose 1 point out of 20 (5%). No papers are accepted after December 5.

#### Other Notes and Suggestions

- Add a general introduction and conclusion, thus making this a more ‘traditional’ style essay. Your thesis statement would likely relate to the concepts you used.
  - eg. “In this essay, I describe how people buy coffee, I define the concept of norms and rituals, and I explain why coffee buying is a ritual with specific norms of behaviour.”
- It is helpful to me if you state the concepts that you will use in your introduction.
- Be sure to use the two concepts to explain what you saw and not how you felt about the observations.
- Your conclusions in the essay do not have to be the same as your conclusions in the first assignment. I would expect that you will notice different things the second time and your conclusions may change as a result. Of course, your observations and conclusions might not change at all.
- You do not need to conduct any library research to complete this assignment.
- Good writing counts and poor or sloppy writing will result in a lower grade. Please have someone proof read your write-up for spelling and grammatical accuracy.
- If you would like me to review a draft of your essay for general content, please submit a hard copy to me by class time on November 21 (or earlier). Please include your email address. I will email you back with general comments before the assignment is due.

**Marking Feedback for Observation Assignment #2**  
**Due November 28, 2011 (Worth 20 Points)**

**Name:** \_\_\_\_\_

Introduction includes:

- A brief statement of what you did for both observations noting differences in methodology.
- A direction for the paper indicating your analytical terms and suggesting what your conclusion will be. This is your thesis.

Main paragraphs include:

- A comparison of the two observations and scenes through a discussion of similarities and differences.
- An introduction and/or definition of the two concepts you use to understand what you saw.
- The application of the two concepts to the scene. A successful connection between the concepts and the observations.

Concluding paragraph includes:

- A restatement of the connection between your concepts and your observations.
- A general conclusion that is drawn from what you saw.

Style and Expression; Other

- Is the paper grammatically correct? Is it clearly written? Is it concise?
- Does the paper use topic sentences for paragraphs? Is it organized effectively for easy reading?
- Are the observation and results interesting, useful, or unique? Are the examples useful, appropriate?
- Are the Fieldnotes attached? Useful and thorough?
- Late? (-1 point/week starting after class, November 28)

## Tips for Watching Anthropological Films

I find it hard to talk about anthropology without providing you with some sense of how it is done and what anthropological studies look like. With that in mind, films and slide presentations will contribute greatly to our class material and your understanding of key concepts in cultural anthropology. I will introduce each film and provide questions to encourage you to connect what you see with what we discuss in the lectures. After the film we will discuss the questions as a class, or you will discuss the questions together in small groups. As a group, you may be asked to present some of your findings to the class informally.

*Note: The viewing and analysis of films and the discussion sessions are as important as the lectures and readings. Questions on each exam will be geared to the films and you might see some of the discussion questions appear as short answer questions on the tests.*

We will use anthropological films as a way to ‘experience’ another culture without actually going there. You should be aware, however, of some quirks and problems associated with visual anthropology and recording of cultures on film. Some of these issues relate to you and how you see visual representations. Others relate to problems with the media itself.

Here are some issues, warnings, and things to watch for in every film or slide presentation you see:

1. *Anthropological videos are not made as entertainment.* I am showing the presentations for their value as a teaching aids. You may enjoy the film, or, you may not enjoy the film ... in either case, it would be helpful for the discussions if you could explain how you feel and why.

2. *Watch for biases.* (This is key and will come up in your discussions.) Anthropologists and the video makers (usually not one and the same!) are products of their own cultures. They will have the same sorts of biases that are apparent in any fieldwork research. At the same time, some films have more direct biases, and you need to watch for them.

Some films are limited in scope and their presentations of single aspects of a culture may frustrate you ... Other films are old, and they may be narrated in old styles, use gendered language, etc.

3. *How are people portrayed or described?*

Are the people in the films described as ‘others’ in contrast to ‘Western’ society? Or, do the films portray the merits of the culture shown in its own terms?

4. *What is going on outside the frame of the film?*

Remember, films are edited for all sorts of reason including content, emotion, story, or time. What might be on the cutting room floor? What happened right beside the action you see? How does that impact the presentations you see?

5. *Generally, what is the film about and how does it tie into the lecture from today?*

When watching the films, note the connections between topics in the lecture and examples from the films.