

DOUGLAS COLLEGE
Anthropology 1120
Anthropology of British Columbia

Winter 2010, Mondays and Wednesdays 12:00p – 1:50p (Room 3417)

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* Send class questions to @MyAnthClass. Follow @MyAnthClass to discuss concepts with other students.

Aims and Objectives

This course provides an overview of native cultures in BC, from earliest occupation to selected contemporary issues like aboriginal rights and land claims. The cultural diversity of BC's First Nations will be emphasized. Attention is given to both traditional and contemporary cultures; in both cases, the observations of anthropologists – and the problems with the perspectives of anthropology – are considered.



Big House, Oweekeno, BC

Other Course Resources

www.tadmCILwraith.com – This is my website. A page on the website is devoted to this class. You can keep up with the lecture schedule there, find additional copies of handouts, and review slides presented in class. Other resources related to your studies are posted on the website too. This includes a list of ethnographies and web links that might help you in your research.

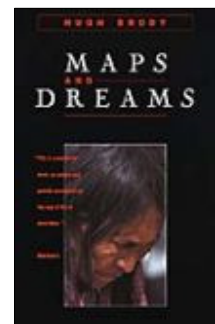
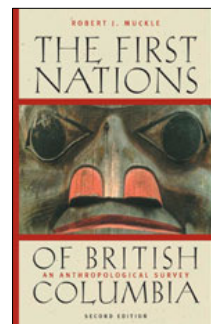
www.anthroblog.tadmCILwraith.com – This is my blog. I discuss issues related to anthropology, studying anthropology, and my other interests here. Much of the blog deals with aboriginal rights in British Columbia but other topics related to our course will be discussed when relevant. Feel free to browse at your leisure and, should you feel inclined, you are able to comment on what I write about on the blog.

Textbooks

Course Readings Package available from the Douglas Bookstore

Brody, Hugh. 1988. *Maps and Dreams: Indians and the British Columbia Frontier*. Vancouver: Douglas and McIntyre.

Muckle, Robert J. 2006. *The First Nations of British Columbia*. Vancouver: UBC Press.



Course Requirements

- i) Readings: Students are expected to complete required readings before class.
- ii) Tests and Exams: There are two midterm exams and a final quiz in 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 three written assignments for this course. The first two are short assignments designed to help you write an essay. The first assignment is a prospectus, or short written statement about an intended essay. The second assignment is a draft of the introductory paragraph (thesis paragraph) of your essay. The final essay paper is due near the end of term. All assignments will be discussed in class and handouts will be provided.

Evaluation

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
Prospectus	Feb 3	15%
Midterm I	Feb 10	20%
Introductory Paragraph	Mar 22	15%
Midterm II	Mar 31	20%
Essay	April 7	20%
Final Quiz	April 14	10%

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 (April 14, 2010).

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.

Lecture Outline and Reading Assignments

The course will follow the general outline of the textbook and will use films, slide presentations and discussion groups in order to complement the materials presented in the book. Questions to guide your reading will be distributed in class.

Notes: Muckle = *First Nations of BC*

Brody = Maps and Dreams

All other readings are in the readings package and they are listed below by author

Week	Date	Lecture Topic	Readings	AV Presentations	Assignments
I. Introductory Lectures					
1	Jan 4	Introduction	Muckle, Preface and Part 1		
	Jan 6	Introduction		BC Slides	
2	Jan 11	Archaeology	Carlson, Roy Brody 1 & 2		
	Jan 13	Archaeology		Life and Death of Early Lillooet Culture	
II. Early Ethnography					
3	Jan 18	Early Ethnology I: Coast	Potlatch articles (Boas, Barnett, Codere)		
	Jan 20	Early Ethnology I: Coast			
4	Jan 25	Early Ethnology I: Coast	Muckle Part 3 Brody 3		
	Jan 27	Early Ethnology II: Interior and North	Ridington Brody 4		
5	Feb 1	Early Ethnology II: Interior and North			
III: Topics: Colonialism and Oral Traditions					
	Feb 3	Culture Contact and Colonialism to 1867	Muckle, Part IV, pp.60-76; Appendix 3 Carlson, Keith, pp. 53-70 Brody 5	Potlatch: Strict Law Bids Us Dance	Prospectus Due
6	Feb 8	Culture Contact and Colonialism to 1867			
	Feb 10	Midterm I			Midterm I

	Feb 15 Feb 17 Feb 22 Feb 24	Reading Break	No Classes	Please read Brody 6-10	
7	Mar 1	Oral Traditions and Oral History	Brody 11 Hanna and Henry		
	Mar 3	Oral Traditions and Oral History			
IV: Recent Ethnology					
8	Mar 8	Recent Ethnology I: Coast and Interior	Brody, Chps 12 & 13	Whales and Whaling	
	Mar 10	Recent Ethnology I: Coast and Interior			
9	Mar 15	Recent Ethnology I: Coast and Interior		In Search of the Hamat'sa	
	Mar 17	Recent Ethnology II: North / Brody	Brody Complete	Tahltan Slides	
10	Mar 22	Recent Ethnology II: North / Brody		Treaty 8 Co.	Intro Paragraph Due
V: Recent Events in Anthropological Context					
	Mar 24	Aboriginal Rights (History)	Carlson pp.71-end Muckle Appendix 5 & 6 and pages 77-87		
11	Mar 29	Aboriginal Rights (History)			
	Mar 31	Midterm II			Midterm II
12	Apr 5	NO CLASS (EASTER)			
	Apr 7	Contemporary Rights and Title (The Land Question)	Guide to Delgamuukw; Fact Sheet Harris article	Blockade	Paper Due
13	Apr 12	Contemporary Rights and Title (The Land Question)			
	Apr 14	Final Quiz			Final Quiz

<p style="text-align: center;">Anthropology 1120 Questions for Readings (Muckle and Readings Package)</p>

Week 1: Muckle Prefaces and Part I

1. What are the benefits and drawbacks of calling native people 'First Nations'?
2. What criteria do anthropologists use to identify and classify native groups in BC?
3. How do individual native groups organize themselves? Whose system is this?

Week 2: Muckle Part II; Carlson 'The First British Columbians' (pp. 12-34)

1. How do native peoples and archaeologists differ in their beliefs about the origins of people in British Columbia?
2. What are the major emphases of archaeological research in BC over the past one hundred years? To what uses is archaeological research put today?
3. Why are archaeological sites older than 10,000 years hard to find?
4. How does Carlson suggest archaeologists define culture?
5. What research questions are of interest to archaeologists?
6. What are the major features of the three archaeological periods of cultural development and change?

Week 3: Muckle Part 3; Boas, Barnett, and Codere

1. How have anthropologists tried to learn about native cultures and document them?
2. Why is there an emphasis on coastal cultures in Muckle's chapter?
3. Boas, Barnett, and Codere all try to explain what the potlatch is about. What is the crux of each explanation?
4. According to Codere why has the potlatch changed and grown?

Week 4: Ridington

1. What does Ridington mean by adaptive strategy?
2. What is the connection between adaptive strategy and worldview?
3. Why does Ridington suggest that technology (often characterized in material terms) is essentially a system of knowledge (a mentalist perspective)?
4. How are dreams and hunting connected?
5. Characterize Beaver worldview. What role does the trail have in this worldview?
6. What does Ridington's comparative study at the end of the article tell you about hunting societies and the relationships between technology and world view?

Week 5: Muckle, Part 4, pp 64-78; Appendices 3 & 4 and Carlson, 'A Legacy of Broken Promises' (pp. 53-70)

1. In your mind, is the term 'modernization' the best way to describe the events of this chapter?
2. What sense do you get of native agency and resistance to the changes resulting from colonialism?
3. What is the attitude of settlers to native peoples?
4. What is James Douglas' role in colonization of native peoples?
5. Contrast Canadian concepts of land ownership with those of the Sto:lo.
6. Is Carlson's account of colonial history different in any way from the accounts in Muckle or McIlwraith's lectures?

Week 6: Hanna and Henry, *Our Tellings*, Introduction and Stories

1. As native people telling the story of their own community, how does Hanna and Henry's introduction differ from accounts of native people we have already encountered in the class?
2. Why is there such an interest in collecting Nlaka'pamux stories? (Think in terms of anthropology and in terms of the Nlaka'pamux people.)
3. When are stories told?
4. How did Hanna and Henry collect these stories? What problems did they encounter?
5. What is the 'Coyote and Wood Tick' story about? With your knowledge of interior cultures, what culture themes appear to be present?
6. Is the story of 'The Coming of the White Man' consistent with your understanding of the contact between native and non-native cultures in BC?

Week 8-9: Brody (see other sheet)

Week 10-12: Carlson, *A Legacy of Broken Promises* (71-end); *A Layperson's Guide to Delgamuukw*; Fact Sheet: Aboriginal Rights in BC; and, Muckle pages 78-96 and Appendix 5&6

1. What is the emerging settler mentality associated with Joseph Trutch?
2. What is the contemporary legacy of colonial land policies?
3. What outstanding issues in aboriginal rights does Muckle identify?
4. What is the impact of the 1997 Supreme Court of Canada decision in the Delgamuukw case?
5. What is aboriginal title?
6. What evidence of native resistance to colonization does Harris cite?
7. What are the three scales (types) of economies are natives involved in?
8. What are the two 'stories' of British Columbia? What two options for dealing with the native land question come out of these stories?
9. What are the pros and cons of Harris's 'politics of difference'?

Week 12-13: Harris: “Revisiting the Native Land Question”

1. What evidence of native resistance to colonization does Harris cite?
2. What are the three scales (types) of economies natives involved in?
3. What are the two ‘stories’ of British Columbia? What two options for dealing with the native land question come out of these stories?
4. What are the pros and cons of Harris’s ‘politics of difference’?

Anthropology 1120

Questions for Maps and Dreams, Hugh Brody

Note: These questions are meant to help guide your reading by highlighting key themes in each chapter.

Introduction to the 1988 Edition

1. What is the poison of progress? How is it expressed in the BC north?

Preface

1. What is the issue with Brody’s pick-up truck?
2. What is the difference between the odd and even numbered chapters? Why does Brody use this structure?
3. What is a land use and occupancy project?
4. Who funded the research that led to this book?

Chapter 1

1. What is Joseph’s role in the community? For Brody’s work?
2. What is Joseph’s agenda?

Chapter 2

1. How do some native groups explain their origins in North America? What evidence do they use?
2. Describe the economy of native people in northeastern BC?
3. What is the attraction to northeastern BC for non-natives?

Chapter 3

1. To what does the title of this chapter refer?
2. How does Brody contrast agriculture and hunting?
3. How are Beaver hunting decisions made?

Chapter 4

1. How do Europeans rationalize taking land through colonial activities?
2. What are the typical stereotypes of native hunters?
3. What was the purpose(s) of Treaty 8?
4. What is the basis for the native people not understanding that Treaty 8 was a surrender of rights?

Chapter 5

1. How are the hunting maps related to one another?
2. What are the differences between native and non-native understandings of the funeral?

Chapter 6

1. Describe the Beaver hunting economy.
2. Characterize non-native and native trapping.
3. What are the present-day implications of trapline registration?

Chapter 7

1. What is the cross all about?
2. Contrast bush life and village life.

Chapter 8

1. What are the five economic or colonial interests of non-natives in northeastern BC?

Chapter 9

1. How does Brody characterize 'town'?
2. What is the basis for native apprehension in town?

Chapter 10

1. Why are the maps considered accurate?
2. What do they show?
3. How is the mapping work conducted?

Chapter 11

1. What is the relationship between ranchers and natives?

Chapter 12

1. Describe the Beaver seasonal round.
2. Do you find a male-bias in Brody's work?
3. How are government statistics of the native economy misleading?

Chapter 13

1. What evidence for the intrusion of non-natives into Beaver land is presented in this chapter?

Chapter 14

1. Why do you think native people feel comfortable working as hunting guides?
2. What is the 'direct threat' Brody refers to?
3. What is meant by 'cumulative impact'?
4. Why do stereotypes of hunters persist?

5. Ultimately, what is the impact of non-native intrusions into the bush?

Chapter 15

1. How is the hearing different and similar to the establishment of Treaty 8, described in Chapter 4?
2. When and why did the direction of the hearing 'shift'?

Chapter 16

1. What is Brody's middle ground?

Anthropology 1120 Essay Assignment: A Review Essay

This outline covers all written assignments for the term. They are:

- Prospectus – Worth 15% Due in Class February 3
- Introductory Paragraph(s) – Worth 10% Due in Class on March 22
- Essay – Worth 25% Due in Class April 7

Introduction

The purpose of the essay assignment is to allow you to explore a topic of specific interest related to the anthropology of British Columbia in greater detail than the course permits. I ask you to review two articles or book chapters, much like the review essays commonly written by anthropologists in academic journals. Papers of this sort require that you choose two sources (book chapters, academic articles) on a particular topic, summarize the source material, and offer some evaluation of their value to the topic at hand.

To complete this assignment, I expect you to submit a prospectus outlining your topic, tentative thesis, and source material. Then, a few weeks later, I require you to submit your introductory paragraph or paragraphs. I see the preliminary work as critical to developing a sound essay and I will provide timely comments on both preliminary assignments.

I encourage you to spend a week or so considering a topic and then consult with me about your plans. I am happy to discuss topics and sources with you and, later in the term, the details of your analysis.

General Format for Final Essays

Your papers must be typewritten in sentences and paragraphs, double spaced, and have one inch margins. You should aim for an essay of about seven or eight pages, or, of about 2000 words. Please include a title page and an original title which gives the paper some direction. Your paper must be built around a thesis statement. Evidence supporting your thesis will be presented in the body of the paper. You must acknowledge all quotations and paraphrased material with proper citations and provide a list of references cited for each source used in the text at the end of the paper. If you do not cite your sources sufficiently, your paper will be returned to you with a grade of zero.

Please note: good writing counts. Sloppy prose or arguments that are hard to follow will result in a lower grade. I would encourage you to make time to prepare more than one draft of your essay and to have it proof-read by a friend.

Essay Submission and Late Penalties

The prospectus is due in class on February 3. I will deduct 1 point / week starting February 4. Your introductory paragraphs are due in class on March 22. I will deduct 1 point / week starting March 23. Essays are due in class on April 7. I will deduct 2 points / week if it is late. No assignments will be accepted after the final quiz on April 14. All assignments must be submitted in hardcopy.

Operational Details for a *Review Essay*

Several steps are required for producing an essay of high quality. They include:

- a) Choosing a topic of interest to you related to the themes and material of the course. The topic must be related to *British Columbia* and *First Nations* people (past or present). If you have doubts about your topic, please see me.
- b) Using library research, select two journal articles, books, or book chapters about your topic. No more than one article, report, or chapter from a single issue of a journal or book is allowed. The documents you choose must be anthropological in nature and taken from scholarly publications only. These publications might include: *BC Studies*, *American Anthropologist*, *American Antiquity*, *The Handbook of North American Indians* (Vols. 6, 7, 12). If you are unsure about a source, please ask me. Class readings are not acceptable, although other chapters in the books that our articles have come from are good choices for many topics.
- c) Preparing a prospectus outlining your topic, the two sources, and a tentative thesis. (This is due on February 3.)
- d) Writing an introductory paragraph which tells me your topic, the sources you are reviewing, and your thesis. This thesis will include a statement about the direction of your critique. (This is due on March 22.)
- e) Writing an essay which discusses the topic and its coverage of your articles. You must:
 - a. Introduce the paper: Here, you should identify the theme of the essay and your thesis.
 - b. Summarize the articles: The summaries should emphasize the material within the sources that pertains to your topic.
 - c. Identify the value of the source material to your topic. You might ask whether or not the sources are actually useful for studying this topic. If you find that your source materials are weak or not overly useful, let me know in the paper.
 - d. Apply what you have learned in the course lectures and readings: You should demonstrate the relevance of the sources to BC Anthropology. This is the context for your summaries.
 - e. Draw a conclusion: This usually happens at the end of the paper and often includes a restatement of your thesis with a general review of the summarized material.

The goal is to demonstrate your insights into anthropological research about BC's First Nations people through the evaluation of the sources. There are components of both summarizing your articles and critiquing or commenting on them based on the materials in the course. And, while I expect to see each of the above components in your essay, the actual structure of your text might vary. Some of you might write summaries and then the critiques; others might integrate those two components.

Requirements for the Prospectus (Due on February 3, 2010)

You must submit a 350 word statement about your research plans. I expect that you will tell me what your topic is and provide me with the citations to the two articles, book chapters, reports, etc. you have chosen to use. If you are doing the reconciliation topic, I want to know what book you will pair with one of the speeches. I also expect a general or tentative thesis related to the topic and a brief discussion of the relationship of the articles to that thesis. Please also provide a working title for your essay. The prospectus must be typewritten and presented in sentences and paragraphs.

Note: Please hand in two hard copies of your prospectus. I will return one copy with comments and keep the other.

Requirements for the Introductory Paragraph (Due on March 22, 2010)

You must submit a paragraph or two which you expect to use to introduce your essay. (This should be the actual introductory paragraph you would submit with your final essay if the final essay was due today.) I expect anything from 1-2 paragraphs and one half to a full page of text. In the paragraph, you will introduce the topic covered by your two sources. You will also provide your thesis statement outlining the direction of your critique of the sources. A statement of introduction for each of the two sources would also be useful.

Note: if you are doing the reconciliation topic and have not attended your talk by March 13, you must still submit the introductory paragraph. The paragraph will be based on the article you are pairing with the talk.

Evaluation of the Essays (Due April 7, 2010)

Marks are based on:

- Writing succinct and effective summaries of each source;
- Evaluating the source material;
- Connecting the article topics to the themes of the course;
- Showing insight into the anthropology of BC First Nations;
- Writing in proper essay format, including paragraphs, sentences, and using proper bibliographic citations (see below).
- My grading sheet is attached to this handout.

Other Notes

- Think about writing the review essay for a friend who is going to conduct research on your topic next semester. Your goal is to tell your friend about the sources you read and to describe their value to his or her upcoming research project.
- I would recommend you talk with me about your topic. I can help you refine the specific details of your study and direct you towards appropriate sources.
- Examples of review essays (that is, reviews of multiple sources on general topics) are available in most scholarly journals. *BC Studies*, for example, publishes review essays in almost every issue. Check out the current issue (Summer/Autumn 2004) for an example of a review essay about environmental history in BC. It is on page 287.

- This paper is not simply a general research paper where you are permitted to cite only two sources. This is a specific kind of essay in which you summarize your source material and attend to the value of the sources to the topic at hand. You will do poorly if you try and write a general research paper for this assignment.
- You do not need to cite me or our lectures. Rather, if you use some general information about BC anthropology or history, cite the readings from the course. (Remember, these citations would be in addition to your two main sources.)
- If it makes it easier for you to organize your thoughts, you are welcome to break up your paper into subsections with section headings.
- Websites are not acceptable sources unless they are cleared with me in advance.
- Citing your source material, acknowledging quotations properly, and identifying paraphrased material is part of a proper and fair intellectual process. Please give credit where credit is due. You will receive a grade of zero if you are caught plagiarizing the work of others and you may be reported to the college dean. If you are unsure what constitutes plagiarism, ask me or pick up the Douglas College guide to plagiarism. (Note: I have identified examples of plagiarized work several times in the past two years.)
- You may cite your material using the MLA, APA or anthropological citation systems. I have added a short guide to citing materials in anthropology and would encourage any of you planning to continue in anthropology to use this method. It is relatively straightforward and will be required for essays in anthropology at SFU or UBC.

A Short Guide to Citations and Bibliographies in Anthropology

Anthropologists use a system of 'internal footnoting' in their writing. The sources of all direct quotations must be cited in this way, as should any information paraphrased by you. Then, only the sources actually cited in the paper are listed on the 'References Cited' page at the end of your essay. The general style is illustrated with the following example from a research paper.

Note: I am happy to answer any questions about this style. Other examples are found throughout the *Handbook of North American Indians* series, available in the library.

Sample Text

First, Ellen and Harris note that the representation of traditional ecological knowledge results in its presentation *outside* of culture, despite a regular call to stop separating this knowledge from the people and situations in which it is generated, reproduced and transformed (Ellen and Harris 2000:25-26). In my mind, the sum of the data points on topographical maps is not equal to the entire social context despite the fact that the data is often used that way. Second, it is assumed that the value of TEK is derived from an origin in lived experience (Kuhn and Duerden 1996:74). Nadasdy comments:

... there are those who do not subscribe to this rigid distinction between humans and the environment [and] ... in the absence of a strict separation between humans and the environment, the very idea of separating 'ecological' from 'non-ecological' knowledge becomes nonsensical (Nadasdy 1999:4).

To use a Western definition of the physical environment denies native peoples the opportunity to teach me about their knowledge and conception of the world.

Explanations

Citations are offered after quoted and paraphrased material. Direct quotations shorter than three sentences are typed directly into the essay text and offset with quotation marks. Direct quotations longer than three lines are set off from the rest of the text using single spacing and indentations.

References Cited

Ellen, Roy F. and Holly Harris 2000 Introduction. In *Indigenous Environmental Knowledge and its Transformations: Critical Anthropological Perspectives*, Roy F. Ellen, Peter Parkes, and Alan Bisker, eds. Toronto: Harwood Academic Publishers, pp 1-35. (This is an example of a BOOK CHAPTER)

Kuhn, Richard G. and Frank Duerden 1996 A Review of Traditional Environmental Knowledge: An Interdisciplinary Canadian Perspective. *Culture* 16(1):71-84. (This is an example of a JOURNAL ARTICLE)

Maffi, Luisa 2001 *On Biocultural Diversity: Linking Language, Knowledge, and the Environment*. Washington DC: Smithsonian Institution Press. (This is an example of a BOOK)

Nadasdy, Paul. 1999. The Politics of TEK: Power and the 'Integration' of Knowledge. *Arctic Anthropology*. 36(1-2):1-18. (This is an example of a JOURNAL ARTICLE)

Anthropology 1120
Review of Sources Essay: Style Sheet
Writing the Introduction and the Paper

Now that your prospectus is finished, you must turn your attention to critiquing your sources drafting your essay. I ask you to submit a one page (usually one paragraph) introduction to your essay. To complete this part of the assignment, you will have to have some idea of the direction for the entire paper. I recognize that writing the introduction before the rest of the paper is finished can be challenging. Certainly, I would not expect that the introduction of your final paper would be the same as the version you submit on March 10. That said, the introduction to a paper like this – and your organization of that introduction – says a lot about the likelihood of writing a good paper by the end of term.

A good introductory paragraph for an essay like this would include, at minimum:

- Statement of the topic that unites the two sources
- A short introduction to each source including the name of the source, the author(s) and the date of publication
- A direction (thesis?) for the paper pointing the reader towards your feelings, opinions and impressions of the sources

Models for a Review Essay

1. Introduction
2. Reviews and Critiques
 - a. Review 1
 - b. Critique 1
 - c. Review 2
 - d. Critique 2
3. Synthesis: Compare and Contrast
 - a. Discussion of Other Themes
4. Conclusion
 - a. Restate Direction or Conclusion

OR

1. Introduction
2. Reviews
 - a. Review 1
 - b. Review 2
3. Critiques
 - a. Critique 1
 - b. Critique 2
4. Conclusion
 - a. Compare and Contrast
 - b. Restate Direction

Comparative Review Essay Grading Form for Anthropology 1120 – BC First Nations (For Final Essay)

	Great	Good	OK	Oops!	Marks
<p>Essay Introduction</p> <p>Gives paper direction by introducing the two sources, topic, and your opinion.</p>	Well written and well organized introduction which gives clear direction to the paper and your evaluation of the sources.	Introduction is well stated and sharply focused.	Introduction is vague, poorly stated, or is not appropriate. Your evaluation of the sources is not clear.	Introduction is missing some or elements. Paper is not introduced properly or effectively	/2
<p>Article Summaries (2)</p>	Summary is clear, concise and hits the main points. Summary sets up the evaluation. Summary is thoughtful.	Summary hits the main points of the article or book. Reader gains some insights.	Summary reviews the basics of the text but misses some of the points. Summary is basic or general. Reader gains few insights.	Summary is unclear and leaves reader with questions about what text is about.	/3 /3
<p>Critique: identify the value of the source material to your topic. (2)</p>	Critique considers carefully the value, good and bad, of the sources in question. Reader knows value of the source to the larger topic.	Critique offers some consideration of value of the source. Some consideration of the author's ideas.	Critique is limited in its consideration of the value of the source. Critique focuses primarily on writing style and not ideas.	Critique is unclear, vague, or non-existent.	/3 /3

Applies course material or otherwise demonstrates relevance of both sources to Anthropology of BC	Link between summaries, critiques and anthropology of BC is clear, articulate, and insightful.	BC anthropology is evaluated with reference to sources, but the connections are limited.	Anthropology of BC is mentioned but only because the books are about BC.	No connection to the Anthropology of BC is made.	/2
Proper and effective use of quotations and citations	Excellent use of quotations to illustrate your points. Citations are clear and presented consistently.	Some quotations used. Citations are used properly.	Citations are not always given. Format of citations is inconsistent. Few, if any, quotations.	No citations or no quotations.	/2
Grammar, spelling, style	Few or no errors in spelling and grammar. Concluding paragraph is robust. Paper is well organized and easy to read.	Several spelling and/or grammatical errors that do not interfere with meaning. Concluding paragraph draws paper together adequately. Paper has decent organization.	Many spelling and/or grammatical errors that interfere with meaning. Poorly articulated conclusion or a conclusion that doesn't draw themes of paper together. The paper is hard to follow because of poor organization.	So many spelling and/or grammatical errors that the meaning is lost. No conclusion. Organization? What's that?	/2
Total Mark /20					/20
Additional Comments					