

**DEPARTMENT OF ANTHROPOLOGY
ST. FRANCIS XAVIER UNIVERSITY
ANTH 112 INTRODUCTION TO SOCIO-CULTURAL ANTHROPOLOGY
OUTLINE WINTER 2018**

INSTRUCTOR: Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: svincent@stfx.ca)

COURSE DESCRIPTION: This course introduces students to the discipline of anthropology. Students will learn about the way anthropologists gather information, how we analyze it, and will explore research related to identity, forms of livelihood, political processes, kinship, migration, and contemporary social and global issues.

READINGS:

Required Text (available at university bookstore): Schiller, Anne (2016) **Merchants in the City of Art: Work, Identity, and Change in a Florentine Neighborhood**. Toronto: University of Toronto Press.

Course Notes: These are available electronically on Moodle and are a kind of mini-text, giving you basic definitions of concepts and discussions of key debates.

Readings from the Library's electronic databases and the Internet.

EVALUATION :

Midterm test (Feb. 8):	20%
Small assignments:	10%
Essay (March 22)	35%
Final exam (see exam schedule):	35%

RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted without a specific arrangement.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS**. If you have a legitimate reason for missing an assignment, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. Be prepared to provide documentation. Understand that I will accept only fully documented and clearly justifiable reasons, out of fairness to students who have worked hard to get the assignments in on time. I do not accept papers after I have returned those already submitted. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University's policy on plagiarism and cheating (see http://sites.stfx.ca/registrars_office/academic_integrity). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper

you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.

6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.**
7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) in class, unless you have been given permission by the instructor to use a device to assist you.
8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

NOTE: Be aware that anthropological research includes observations from societies with very different patterns of life, some of which you may find shocking or objectionable. The anthropological principle of critical cultural relativity demands that we observe such patterns in their own cultural context to understand them, although this does not mean that we then have to accept they are morally right. In this class, we will respect academic freedom to discuss controversial subjects, while also creating an equitable learning environment.

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://sites.stfx.ca/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. L.J. McMillan, ljmcmill@stfx.ca), or the Human Rights and Equity Advisor (Megan Fogarty, mfogarty@stfx.ca).

STUDENTS WILL DEVELOP THE FOLLOWING KNOWLEDGE AND SKILLS IN THIS COURSE:

- basic knowledge of the four subfields: archaeology, linguistic anthropology, physical anthropology and social/cultural anthropology
- a broad understanding of major questions posed in social/cultural anthropology
- a broad understanding of what anthropological questions and research involve, in contrast to those of other cognate disciplines

- a basic understanding of theoretical models and concepts that are key to social/cultural anthropology
- a basic understanding of some of the key ethical issues in these areas of anthropological research
- advanced reading/listening for knowledge
- - introduction to reading text or audio-visual content in order to analyse and critique
- more specifically, students should begin to identify arguments, theoretical/conceptual frameworks, evidence that supports the argument and conclusions
- students should begin to understand that there are different arguments or interpretations that can be made on the basis of the same evidence, depending on the conceptual framework
- introduction to applying anthropological knowledge
- introduction to critical analysis and writing
- academic writing style and referencing

TENTATIVE COURSE SCHEDULE:

Jan 4, 9, 11: Introduction to course: What is anthropology? What are its ethical challenges?

READ: Course notes: Introduction to Anthropology;

Schiller, pp. 1-12

Campbell, John R. (2010) "The 'problem' of ethics in contemporary anthropological research."

Anthropology Matters Journal 12(1): 1-17.

American Anthropological Association (2012) "Statement on ethics."

<http://ethics.americananthro.org/category/statement/>

Jan. 16, 18. How do anthropologists do research?

READ: Course notes: Methodology

Schiller, pp. 12-27

Nathan, Rebekah (2005) "Understanding student culture." **Anthropology News** 46(7): 17-18.

Jan. 23, 25: What is the role of theory in anthropology?

READ: Course notes: Overview of Anthropological Theory

Schiller, pp. 27-38

January 30, Feb. 1, 6: How do political and economic systems affect how people live their lives?

READ: Course notes on Political and Economic Anthropology

ALSO READ: Sikkink, Lynn (2001) "Home sweet market stand: Work, gender and getting ahead among Bolivian traditional medicine vendors." **Anthropology of Work Review** 22(3): 1-6.

ALSO READ: Tapper, Richard (2008) "Who are the Kuchi? Nomad self-identities in Afghanistan." **Journal of the Royal Anthropological Institute.** 14(1): 97-116.

Feb. 8: MIDTERM QUIZ

Feb. 13, 15: Economics, migration and identity in the San Lorenzo market over time

READ: Schiller, Chapter Two.

Study break: Feb. 19-23

Feb. 27, Mar. 1, 6: Kinship

READ: Course notes on Kinship

ALSO READ: Schiller, Chapter Three

ALSO READ: Kral, M. J. (2012) "Postcolonial suicide among Inuit in arctic Canada." **Culture, Medicine, and Psychiatry**. 36(2), 306-325.

MARCH 7, 2018: Last day to drop second term 3-credit courses

Mar. 13, 15: Identity: What it means, what it matters

READ: Schiller, Chapter Four, Chapter Five

ALSO READ: Abu-Lughod, L. (2002) "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." **American Anthropologist** 104(3): 783-790.

ALSO READ: Culhane, Dara (2003) "Their spirits live within us: Aboriginal women in Downtown Eastside Vancouver emerging into visibility." **American Indian Quarterly** 27(3/4): 593-606.

Mar. 20, Anthropology and war

READ: Lutz, Catherine (2009) "Anthropology in an era of permanent war." **Anthropologica** 51(2): 367-379.

MARCH 22 ESSAYS DUE

Mar. 22 Policy, poverty

READ: Dolson, Mark (2015) By sleight of neoliberal logics: Street youth, workfare, and the everyday tactics of survival in London, Ontario, Canada. **City and Society** 27(2): 116-135.

Mar. 27: Linguistic anthropology.

READ: Fordham, Signithia (1999) "Dissin' 'the standard': Ebonics as guerrilla warfare at Capital High." **Anthropology and Education Quarterly** 30(3): 272- 293.

Mar. 29, Apr. 3: First Nations issues.

READ: Darnell, R. (2002) "Occupation is not a cross-cultural universal: Some reflections from an ethnographer." **Journal of Occupational Science**. 9(1): 5-11.

Apr. 5: Course conclusion

ASSIGNMENTS:

Group work/small assignments: There will be several small assignments, carried out either in groups or individually, throughout the course. These will be explained in class. The purpose of these is to give you an opportunity to practice with the material and to provide you with feedback on your performance in the class.

The **quiz** and **exam** will consist of multiple choice, short answer and/or essay answer questions.

Essay: This will be a 5-7 page essay, including bibliography. The essay should be between 1600 and 2000 words. Please put a word count on your title page. It will answer this question:

Does identity create meaning and solidarity among those who share an identity, or does it create conflict between different identity groups? Answer with respect to the exploration of “*fiorentità*” in Anne Schiller’s ethnography, **Merchants in the City of Art: Work, Identity, and Change in a Florentine Neighborhood.**

Some rules:

- 1) Use the style described outlined on the Anthropology “Writing and Citing” tab of the library’s web site (http://stfx.libguides.com/ld.php?content_id=3538355).
- 2) Abide by the StFX Academic Integrity Policy: available from http://sites.stfx.ca/registrars_office/academic_integrity.
- 3) You are permitted no more than TWO direct quotations from your sources, and none of these two quotations may be more than 30 words in length. For all other references to content from your sources you must paraphrase. **Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.**

You will be marked on:

- 1) the quality, strength and clarity of your argument;
- 2) the quality and clarity of your evidence, including the quality of the sources you use;
- 3) the appropriateness of the theoretical framework and the quality of the analysis (that is, how well you use the theoretical framework, in this case dealing with your definitions of identity, identity groups, conflict, and *fiorentità*) to analyse the evidence);
- 4) the style and structure of the paper, including proper and complete referencing, grammar, spelling, word use, sentence structure, essay structure, etc. **Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.**