

INTRODUCTION TO SOCIOCULTURAL ANTHROPOLOGY 2021
ANTHROPOLOGY 112.22
Wednesdays 5:15-8:00 pm
MULH 4030

Professor: L. Jane McMillan, PhD
Student Hours: weekdays starting at 11:00 am
To book a virtual appointment email ljmcmill@stfx.ca
Office JBB 306

This course meets in Mi'kma'ki the territory of the Mi'kmaw Nation

Sociocultural anthropology is the study of human beings and involves the comparative study of societies throughout the world and how and why they change over time. Students will learn the core concepts, fundamental key terms, issues, debates, theories and research methods of contemporary applied cultural anthropology.

Course Objectives:

1. To introduce students to the field of social and cultural anthropology by providing a comprehensive overview of the discipline and drawing on ethnographic examples;
2. To provide students with an appreciation for the cultural diversity in the world today;
3. To demonstrate how the theories, insights, and methods of cultural anthropology have been and can be applied to students' everyday personal and professional lives;
4. To advance cultural competencies through enhanced critical thinking, reading and writing skills.

REQUIRED TEXT

Ferraro G., Andreatta S., Holdsworth C. 2018. *Cultural Anthropology: An Applied Perspective Canadian Edition*. Toronto: Nelson.

Other materials as assigned throughout the course will be available on line through the StFX library or posted to Moodle. Course texts are available in the campus bookstore and in the Angus L. MacDonald library.

PARTICIPATION

Get the most out of your university experience, be prepared for class, attend them all and explore the many extracurricular events available to you. Strive for informed participation and full engagement in class. **Readings are to be completed before class.** Students are expected to raise questions, exchange ideas and participate in discussions and activities.

CLASSROOM ETIQUETTE

Questioning the professor, or something from the readings, or others' comments during discussion is expected – exploring and analyzing different life experiences are part of what anthropology is about. Different viewpoints help us think through our own opinions and are important to developing our critical thinking skills. Share your ideas, but be respectful of each other. Together we will make this class a safe space for sharing divergent points of view.

“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”. Please feel free to contact the Human Rights and Equity Advisor Megan Fogarty if you have questions or concerns about equity in the classroom or in the StFX Community in general. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

The use of phones, tablets and laptops for other than course related work is not permitted during class. We can tell when you are not paying attention and it is culturally inappropriate classroom behaviour. Please try to arrive on time, but please come, even if you are late.

COURSE ASSIGNMENTS AND GRADE ACCUMULATION OPPORTUNITIES

KEY DATES

10% Field Notes Assignment #1 – February 17

10% Reading Summaries and Presentations (case studies; cross-cultural miscues; applied perspectives; stories from the field) – as assigned January 20 – April 7

30% Midterm Test (in class) – March 3

20% Auto-ethnography Essay – April 7

30% Final Exam – April (in the exam period)

Periodically you may be asked to write short essays, one-minute papers, workshop questions, practice research methods in small, socially distanced groups and present findings, which will be assessed. This course is designed to be offered in face-to-face teaching, with flexibility to adapt to online delivery should that be necessary. Students are reminded that StFX may decide to move to online teaching if pandemic conditions warrant.

READING SUMMARY & ENGAGEMENT ASSIGNMENT

January 20-April 7

Each chapter in the course text, *Cultural Anthropology: An Applied Perspective Canadian Edition* has case studies, cross-cultural miscues, applied perspectives or stories from the field. Each student will sign up, or be assigned, one of these sections and will be responsible for conveying the information in that section to their classmates and engaging their classmates in

a discussion about the subject. You will hand in your maximum 1 page summary of the section and your engagement strategy in class on the night of your assigned presentation. Engagement strategies may involve asking questions, playing a game, doing an activity, using audios or visuals, teaching a new term, and so on. This is a great opportunity for you to be creative and innovative as long as it follows social distancing protocols. Please review the text and **sign up for your section during our first class January 13**. This assignment is worth 10%.

FIELD NOTES ASSIGNMENT #1 – MAPPING & PARTICIPANT OBSERVATION

February 17

When entering into a new space to conduct research, anthropologists need to prepare and familiarize themselves with the surroundings. Mapping takes many forms. Human culture exists in physical space and culture shapes the way space is constructed and used. Physical surroundings influence human culture, shaping the boundaries of behavior and imagination. Careful observation and description, recorded in maps and field notes, provide the material for the analysis of community dynamics. Consider the Bloomfield Centre your field site and take a look around to gain a spatial awareness of where people live, work, worship, play, eat, and study.

Develop your ethnographic skills of observation and description by drawing a map of a location within the Bloomfield Centre and write a narrative description of what you find and experience. *Be sure to maintain social distance and wear a mask in public spaces.*

1. Conduct a participant observation exercise at the Bloomfield Centre.
2. Many things happen at the Bloomfield Centre (meetings, events, meals, shopping, banking, studying etc.). Think about what interests you and what you want to observe. You may schedule your visit at the time of a meeting or an event, or a meal. I encourage students to attend the Bloomfield Café evenings, which will take place several evenings a week starting February 3rd where you can participate in artistic activities, game nights, and so on. Plan your visit ahead of time and choose a productive time to attend the Centre.
3. Select an interesting location in the Bloomfield Centre.
4. Spend at least an hour in the location paying attention to all that is happening around you.
5. Be patient and record your observations by taking careful field notes of who, what, when, where, and why people (including yourself) are doing what they are doing.
6. Consider all of your senses. From your observations, describe in as much detail as you can what is going on in the Bloomfield Centre. Consider the infrastructure, the flow of people, the light, sounds, smells and note in detail the characteristics of the people in the space and their interactions, activities and movements.
7. What location did you choose? What drew you to it? Describe what you found.

8. What did you notice in your observations that you've never noticed before in your own regular, day-to-day interactions with the space?
9. What is the culture of the Bloomfield Centre?
10. What is absent that you might have expected to find?
11. Visit the same space at a different time or day. How do your observations vary over time?
12. Draw a detailed map of your selected space and mark your position in that space.

This assignment is worth 10%. Your 3-page (doubled –spaced) narrative should include the following:

1. Set the context with a description of the field site location and the purpose of Bloomfield Centre.
2. A description of your participant observation methodology.
3. The details of your observations.
4. An analysis of what was happening.
5. A concluding reflection of your experience and a commentary on what you learned about the culture of the Bloomfield Centre.
6. Plus a detailed map of your observation location.

Submit your narrative and map to Moodle February 17 in Word format.

MID-TERM TEST 30%

March 3

This in-class test will cover all materials to date including lectures, readings, group activities, films, and presentations. The test format may include short answer, multiple choice and essay questions.

AUTO-ETHNOGRAPHY ESSAY on RACE and RACISM 20%

April 7

Anthropologists find no scientific basis for classifications of race. Genetically, there is only one race – the human race, with all its diversity. Despite efforts by social scientists to counter the inaccurate belief that races are biologically real, race has remained a powerful framework through which many people see human diversity and through which those in power organize the distribution of privileges and resources. Race, although scientifically not real, has become culturally real in the pervasive racism found in many parts of the world. Race is a deeply influential system of thinking that affects people and institutions.

Over time imagined categories of race have shaped our cultural institutions, schools, places of worship, media, political parties, economic practices and have organized the allocation of wealth, power, privilege at all levels of society. Race as a classification system has served to

create and justify patterns of power and inequality within cultures worldwide. Anthropologists examine race as a flawed system of classification and racism: individuals' thoughts and actions, as well as institutional patterns and policies, that create or reproduce unequal access to power, privilege, resources, and opportunities based on imagined differences among groups.

Autoethnography is an ethnographic method in which the anthropologist is the topic of investigation. Here you will study yourself and your life history within your lived cultural context by writing an essay on your experiences of race and racism and your anthropological analysis of the social construction of race. Consider the following to help frame your narrative.

Culture is learned through a process of enculturation. Culture is taught as well as learned. Humans create cultural institutions (schools, medical systems, government, media, religious institutions) to enculturate their members through the promotion and enforcement of what is considered appropriate behavior and thinking. Some aspects of culture we learn from formal institutional instruction others we learn informally through family, friends, media. Addressing issues of race and racism requires first reflecting on race and racism in our own lives (Guest, 2017: 22).

1. The anthropological study of race examines not only the social construction of race and the establishment of systems of racism but also takes seriously movements against racism that emerge from communities of colour and their allies. How can an anthropological approach to the study of race and racism help us to analyze and confront the violence of racism?
2. How can we learn a language about race and racism that will allow us to talk and work together across lines of race, gender, sexuality, class and political perspective to confront the continuing legacy of racism? Define key terms that you will use to analyze race, racism and anti-racism in your autoethnography.
3. Describe the cultural environment in which you were raised and your experiences of race and racism.
4. Describe any patterns of racism that you are aware of and give examples.
5. What obstacles do you encounter in discussing and addressing race and racism?
6. Identify ways for you to engage with the toolkit of applied anthropology to help combat racism.

Include the findings from at least 3 academic sources (peer reviewed journal articles or texts) on race and racism from anthropology journals to support your arguments.

This assignment is intended to develop the following skills:

- 1) Locating a problem / topic of interest; (in this case race and racism)
- 2) Locating yourself within a relevant cultural experience / context to study in depth, critically and reflexively;
- 3) Construct an auto-ethnographic central research question relevant to cultural context
- 4) Conduct research, reading and citing current literature
- 5) Applying theoretical concepts to evidence to see what it can explain;
- 6) Using ethnographic and other anthropological evidence to support your argument;
- 7) Using the essay format to assemble field notes & reflections and academic readings to present an argument and support it with evidence.

Titled, maximum 10 pages, 12-point font, double-spaced, page numbers, in text citations (Author (last name) – Date) which then match up to an entry in a reference list, where full bibliographic information is accurately provided in alphabetical order. Essays are due on Moodle in Word format March 31.

Follow the StFX Anthropology Department Academic Essay Guide

http://stfx.libguides.com/ld.php?content_id=3538355

<http://stfx.libguides.com/c.php?g=101558&p=658461>

Original submissions only (do not hand in essays written for other courses). Please follow the rules of academic honesty; do not plagiarize and cite work correctly. Familiarize yourself with StFX's Academic Integrity Policies and Procedures and seek assistance from the library if you have questions.

https://www2.mystfx.ca/registrars-office/sites/mystfx.ca/registrars-office/files/Academic%20Integrity-Mar_2015_0.pdf

FINAL EXAM 30%

During exam period April 12-21

The final exam will be held during the exam period for this course as scheduled by the university. The exam will cover all course materials including lectures, readings, group activities, films, methods exercises, theoretical applications and presentations / engagement assignments.

COURSE CALENDAR: READINGS & TOPICS SCHEDULE

It is important to acknowledge that we are living in uncertain and stressful times due to the COVID – 19 pandemic. I recognize that this can have an impact on students' academic experiences. I will try to communicate clearly the necessary deadlines and criteria for succeeding in this course. Deadlines for coursework are clearly identified in this syllabus. If something happens that you cannot meet a deadline, please reach out 24 hours before the due date and we will work to find a solution. I will do my best to avoid making any changes to

the course syllabus, but this syllabus may be subject to change. Below are the required readings per week, **please complete the assigned readings prior to class**. Additional readings will be posted on Moodle. All assignments and the final exam will be submitted on Moodle in Word format. We are all in this together.

January 13 *This class will meet on line in the collaborate classroom on the course Moodle*
What is Anthropology?

Reading: Chapter 1 Anthropology in a Global World (preface to p. 24) We will discuss what this course is about, introduce the guiding principles of applied anthropology and get to know each other. Prepare to discuss the critical thinking questions on page 24.

January 20 *This class will meet on line in the collaborate classroom on the course Moodle*
Culture

Reading: Chapter 2 The Concept of Culture (p. 27-45). Prepare to discuss the critical thinking questions on pages 45-46.

January 27 *This class will meet in person in MULH 4030*
Applied Anthropology

Reading: Chapter 3 Applied Anthropology (p. 48-65). Prepare to discuss the critical thinking questions on pages 64-65.

February 3
Theory

Reading: Chapter 4 The Growth of Anthropological Theory (p. 66-93). Prepare to discuss your assignment and the critical thinking questions on page 93.

February 10
Research Methods

Reading: Chapter 5 Research Methods in Cultural Anthropology (p. 94-120). Prepare to discuss the critical thinking questions on page 120.

February 17 **FIELDNOTES ASSIGNMENT #1 DUE 10%**
Communication and Culture

Reading: Chapter 6 Communication and Culture (p. 122-156). Prepare to discuss the critical thinking questions on page 156.

February 24
Economics, Adaptation, and Subsistence Patterns

Reading: Chapter 7 Economics, Adaptation, and Subsistence Patterns (p. 158-187). Prepare to discuss the critical thinking questions on page 187.

March 3 MID-TERM 30%

Mid-term test

Your knowledge of all readings, lectures, films and activities to date will be tested, in class.

March 10

Marriage, Family, and Kinship

Reading: Chapter 8 Marriage, Family, and Kinship (p.188-225). Prepare to discuss the critical thinking questions on page 225.

March 17

Sex and Gender

Reading: Chapter 9 Sex & Gender (p. 226-259). Prepare to discuss the critical thinking questions on page 259.

March 24

Racism & Social Inequality

Reading: Chapter 10 Social Inequality: The Meaning of Difference (p. 260-291). Prepare to discuss the critical thinking questions on page 291.

March 31

Power & Colonization

Reading: Chapter 11 Political Organization and Social Control (p. 292-320) + **Chapter 14 The Modern World Order** (p. 375-400). Prepare to discuss the critical thinking questions on pages 320 + 400.

April 7 AUTO-ETHNOGRAPHY ESSAY on RACE and RACISM DUE 20%

Religion & Art

Readings: Chapter 12 Religion (p. 322-351) + **Chapter 13 Art** (p. 352-373)

IMPORTANT ADMINISTRATION DATES

January 21 – last day to receive full tuition refund for second term courses (when applicable)

March 4 – last day for partial tuition refunds (when applicable)

March 12 – mid-term grades are submitted by Professors

March 19 – last day to drop first term courses – any changes must be made by students through Banner. Any changes after the deadline require permission by the Dean.

Information about requesting an accommodation at STFX

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely

manner. Centre for Accessible Learning (CAL) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities.

TRAMBLE CENTER FOR ACCESSIBLE LEARNING. The Tramble Center for Accessible Learning welcomes students with documented permanent disabilities and offers them a student-centered program of support. Located in Room 108 of the Angus L MacDonald Library, new and returning students meet with program staff to discuss options for support. Deadline for registering with the Center is two weeks prior to the end of classes each semester and 3 Business Days' notice is required for booking all accommodated tests and exams. To book an appointment please use the following link:

stfxcal.mywconline.com

Phone 902.867.5349

Email: tramble@stfx.ca

Well-being Resources

St.F.X. Health and Counselling Centre

- Location: 305 Bloomfield Centre
- Phone: (902-867-2263)
- Website:
<https://www2.mystfx.ca/health-and-counselling/>

Margie McKinnon, Director of Health, Counselling and Accessible Learning

- Email: mmckinno@stfx.ca

Heather Blackburn, Sexual Violence Prevention and Response Advocate

- Location: 313D Bloomfield Centre
- Phone: (902-867-5601)
- Email: hblackbu@stfx.ca

Flourish @ X

- Website:
<https://www.facebook.com/pages/category/Health---Wellness-Website/Flourish-at-X-2031554250297237/>

Nova Scotia Crisis Line

- Phone: (1-888-429-8167)

Good2Talk Nova Scotia

- Phone: (1-833-292-3698)

Crisis Text Line

- Text "GOOD2TALKNS" to 686868

Mindwell U

- Website:
<https://app.mindwellu.com/novascotia>

ICAN (Conquer Anxiety and Nervousness) – Anxiety Program

- Website:
<https://login.strongestfamilies.com/folder/1963/>

HealthyMindsNS

Website: <https://healthymindsns.ca/stfx>

The Eskasoni Crisis Centre is open 24/7. If you need to reach out to talk to someone please call the Crisis Line **Toll-Free: 1-855-379-2099** 24-Hour Crisis and Support Line * Within Nova Scotia or Facebook message "*Eskasoni Crisis Worker*".

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