

**DEPARTMENT OF ANTHROPOLOGY  
ST. FRANCIS XAVIER UNIVERSITY  
ANTH 112 INTRODUCTION TO SOCIO-CULTURAL ANTHROPOLOGY  
OUTLINE FOR WINTER 2015**

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

**COURSE DESCRIPTION:** This course introduces students to the discipline of anthropology. Readings from the library's electronic journals databases, course notes and an ethnography will be used to explore what anthropologists study, how they gather information, and the key concepts they use to analyse information.

**READINGS:**

Required Text (available at university bookstore): Walsh, Andrew (2012) **Made in Madagascar: Sapphires, ecotourism, and the global bazaar**. 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 Database:.

**EVALUATION :**

Midterm test (Feb. 4):	25%
Small in-class assignments (various due dates):	10%
First essay (March 11):	35%
Second essay (optional, due April 8):	mark to replace that of first essay
Final exam (see exam schedule):	30%

**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.
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. It is covered in Section 3.8, "Academic Integrity Policy" in the **Academic Calendar**.
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.

### **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://www.mystfx.ca/campus/stu-serv/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. Mikael Haller, [mhaller@stfx.ca](mailto:mhaller@stfx.ca)), or the Human Rights and Equity Advisor (Marie Brunelle at [mbrunell@stfx.ca](mailto:mbrunell@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

### **ASSIGNMENTS:**

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

The small assignments will take various forms and be given in class. These are intended to give you practice with anthropological concepts. They may include quizzes, group work, or individual assignments.

The term papers will be a 5-7 page essay, including bibliography. The essay should be between 1600 and 2400 words. Please put a word count on your title page. You will be expected to conform to the essay style guide prepared by the Department of Anthropology in terms of formatting, essay structure, in-text referencing and bibliographic style. Consult this guide at the library's web page for Anthropology/Writing and Citing: <http://stfx.libguides.com/c.php?g=101558&p=658461>. Use the AAA referencing style and consult that guide for further information about various formatting questions. You will NOT be allowed to use more than two direct quotations from your sources, neither of which can be more than 20 words in length.

### **First essay topic:**

While one frequently encounters the idea that cultures are unique and autonomous, Walsh argues that one cannot understand Malagasy culture without understanding the connections to global processes. Do you agree? Explain your answer using the ethnography by Walsh and ONE other ETHNOGRAPHIC source about Madagascar (see below for three suggestions).

This assignment is intended to develop the following skills:

- 1) defining a theoretical concept (that is, presenting a definition of “unique and autonomous culture” and “connection to global processes”);
- 2) applying these theoretical definitions to evidence to see what it can explain;
- 3) using ethnographic evidence (from Walsh and your other source);
- 4) using the essay form to present an argument and support it with evidence.

Suggested sources:

Cole, Jennifer (1998) “The work of memory in Madagascar.” **American Ethnologist** 25(4): 610-633.

Gezon, Lisa L. (2014) “Who wins and who loses? Unpacking the ‘local people’ concept in ecotourism: A longitudinal study of community equity in Ankarana, Madagascar.” **Journal of Sustainable Tourism** 22(5): 821-838.

Mancinelli, Fabiola (2014) “Shifting values of ‘primitiveness’ among the Zafimaniry of Madagascar: An anthropological approach to tourist mediators’ discourses.” **Journal of Tourism and Cultural Change**. 12(3): 224-236.

You will be marked on the strength of your argument; the clarity of the presentation; the quality

of your evidence and explanation; and your essay style. DUE MARCH 11.

**Optional second essay:** If your performance on the first essay is not acceptable, you have the option of replacing that mark by writing a second essay. This essay topic will be outlined later.

**TENTATIVE COURSE SCHEDULE:**

Jan 7, 14: Introduction to course: What is anthropology? How does theory work? READ: Course notes: Introduction to Anthropology; Course notes: Overview of Anthropological Theory  
ALSO READ: Gomberg-Muñoz, Ruth (2013) "2012 Public Anthropology Year in Review: Actually, Rick, Florida Could Use a Few More Anthropologists." **American Anthropologist** 115(2): 286-297. [Have you heard of some of the public debates that Gomberg-Muñoz mentions? How did anthropologists contribute to the discussion?]  
ALSO READ: Walsh, Introduction

Jan. 21. How do anthropologists do research? READ: Course notes: Methodology  
READ: Walsh Chapter One: The Place of the Rocks  
ALSO READ: Dyck, Noel (2000) "Home Field Advantage? Exploring the social construction of children's sports." In Vered Amit, ed. **Constructing the Field: Ethnographic Fieldwork in the Contemporary World**. London: Routledge, pp. 32-53. Available from yimg.com.

Jan. 28, Feb. 4 (first half): How do political and economic systems affect how people live their lives? READ: Course notes on Political and Economic Anthropology  
ALSO READ: Sylvain, Renée (2014) Essentialism and the Indigenous Politics of Recognition in Southern Africa. **American Anthropologist** 116(2): 251-264.

Feb. 4, second half: MIDTERM QUIZ

Feb.11: Global exchange, local exchange. READ Walsh, Chapter Two: "Living in the Wake of Sapphires"  
ALSO READ: High, MM (2011) Polluted money, polluted wealth: Emerging regimes of value in the Mongolian gold rush. **American Ethnologist** 40(4): 676-688.  
<http://onlinelibrary.wiley.com/doi/10.1111/amet.12047/full>

Feb. 18: Development. READ Walsh, Chapter Three: "The Promise and Practice of Ecotourism in Ankarana"  
Essay writing skills;

Mar. 4: Global connections. READ Walsh, Chapter Four: "Natural Wonders in the Global Bazaar"; Walsh, Conclusion

Mar. 11: FIRST ESSAY DUE. Kinship: READ: Course notes on Kinship  
ALSO READ: Bohannon, Laura (1966) "Shakespeare in the Bush." **Natural History**. 75(7): 28-

33.

[http://stuy.enschool.org/ourpages/auto/2012/10/29/67457272/IRC\\_Shakespeare\\_in\\_the\\_Bush1.pdf](http://stuy.enschool.org/ourpages/auto/2012/10/29/67457272/IRC_Shakespeare_in_the_Bush1.pdf) [look for how this patrilineal, polygynous people who practice the levirate, and give bridewealth at marriage interpret Hamlet, in contrast to Bohannan's bilateral, monogamous marriage culture.]

ALSO READ: Vincent, Susan (1998) "The Family in the Household: Women, Relationships and Economic History in Peru." **Research in Economic Anthropology**. Vol. 19: 179-187. [On Moodle]

Mar. 18: Politics, gender, conflict 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 25: 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.

ALSO READ: Pinto, Meg (2013) "Pamela Masik and The Forgotten Exhibition: Controversy and Cancellation and the Museum of Anthropology." **Museum Anthropology** 36(1): 4-17.

Apr. 1: Linguistic anthropology. READ: Lamarre, P. (2013). "Catching 'Montréal on the move' and challenging the discourse of unilingualism in Québec." **Anthropologica**, 55(1): 41-56.

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

Apr. 8: Course conclusion. Optional second essay due.