

CARLETON UNIVERSITY
COLLEGE OF THE HUMANITIES
HUMS 1005
WINTER 2015
EARLY HUMAN CULTURES

Instructor: Marieka Sax
Office: Paterson Hall 2A35
Office Hours: Mondays 12-2 pm
Email: marieka.sax@carleton.ca
Phone Number: 520-2600 x 2103

Course meets: Mondays 8:35-11:25 am, Paterson Hall 303

Pre-requisites & precluded Courses: Restricted to students in the Bachelor of Humanities program. Precludes additional credit for ANTH 1001 and ANTH 1003.

Official course description: Cultural experiences of small scale societies, including kinship, rituals, magic, social structure, and subsistence. Reading may include the works of classic anthropologists such as Maine, Tylor, Morgan, and Boas.

Description and Objectives for this course: What does it mean to be human? Starting from the idea that all humans are storytellers, in the first half of the course we will reflect on some of the foundational stories we tell each other about our species – our evolution, our allegedly unique capacity for self-awareness and language, the importance we attribute to our rationality, and our ability to both modify the material world and create worlds of our own making. In the second half of the course, we will consider some key characteristics of being human through in-depth case studies (ethnographic readings) of people in small-scale and rural societies. We will look at what it means to be social, and to make or destroy something, in particular cultural contexts. Humans create relationships not only with other people, but also deceased relatives and non-human beings (animals, plants, spirits), and we will also look at examples of these situations. We will see that people in distinct societies have overlapping (but not identical) senses of personhood, belonging, responsibility, distress, and well-being. The general objective of this course is to understand the scope and diversity of human behaviour in cross-cultural perspective. The goal is to give students some conceptual tools to make sense of what it means to be human, and to answer the following questions: What are the basic similarities and differences between humans and other animals? What are the similarities and differences among humans? What is the internal logic behind people's behaviour?

Readings: Weekly readings are accessed as downloadable PDFs through Ares, the online Library Reserve system. Ares can be accessed through both the Library website and the course page on CULearn. Scroll down to the bottom of the left-hand column where it says "Library Reserves." Full bibliographic information is provided along with the Class Schedule in this syllabus. Where possible, the books that contain the readings are also available on library reserve.

Course Requirements & Methods of Evaluation:

Grade distribution		Date
Attendance & participation	10%	each class
Team debate & individual reflection	15	debate dates: January 19, January 26, February 2, February 9
Three reflections on other debates (3x5%)	15	
Essay response 1	15	March 9
Essay response 2	15	March 23
Take-home final exam	30	April 23 (2 weeks after last class)

Course Expectations:

I expect you to

1. Come to class prepared (having done the readings)
2. Participate in class discussions and activities
3. Respect others (listen when others are speaking, contribute to a friendly atmosphere)
4. Respect yourself (get enough sleep, manage your time and other responsibilities)

You can assume that I will do my best to meet these expectations in turn. **Know that I want you to succeed, but also that your mark will reflect your ability to demonstrate your understanding of the material.**

I am willing to make accommodations for students who have registered with the Paul Menton Centre or have extenuating circumstances. Refer to the section on Academic Accommodation for more information.

Course policy on late assignments and missed debate reflections:

A late assignment is still better than no assignment. If you cannot hand an assignment in on time, you should contact me as soon as possible. If you have a doctor's note or family emergency, I will probably give you an extension. If you are falling behind because of other responsibilities, we can talk about solutions to your assignment. In that case, a late deduction of approximately 5% per day will be applied to your mark.

If you miss class the day of a debate, contact me for a make-up assignment. This will likely be something like a 1-page discussion of the debate question in terms of that week's readings. A late deduction of approximately 5% per day will be applied to your mark.

I will accept make-up assignments only until the last day of class. I will extend the deadline for the take-home final exam only under exceptional circumstances.

You should retain hardcopies and electronic backups of all assignments until the final marks are posted.

Teaching Methods & Expectations

Classes will include a combination of lectures, class and small group discussions, and structured debates. Lectures may be supplemented by short, illustrative videos and participatory activities. Aside from the team debates, these activities are not graded. However, students are expected to engage in all class activities and discussions – not just because we learn best by doing, but also because I believe we can come to a richer understanding of the topic at hand when we pool our collective knowledge and insight. Expectations for the graded assignments are outlined below.

(1) Debates:

There will be four class debates before the Winter Break (Jan. 19, Jan. 26, Feb. 2, Feb. 9). Each of these weeks, two groups of 4-5 students will carry out a debate on an assigned topic, referring to the readings for that week (refer to Class Schedule). The debate is worth 15% of your final mark. This is divided into a group mark and an individual mark. Team members will receive the same group mark (out of 5) for their overall preparation and performance in the debate (see below). In addition, each team members will receive an individual mark (out of 10) for the written reflection they prepare beforehand and hand in the day of the debate. This reflection should be approximately 1 page (300 words) double spaced, and should discuss your individual position regarding the debate question, and why. This could be similar to what your team argued in the debate, or it could be completely different. However, the written reflection isn't just your opinion; you should support your position by providing specific reasons backed up with examples from the assigned readings.

Responsibilities of team members

The debate will be structured as follows:

1. Team 1 proposition 1a.
2. Team 1 proposition 2a.
3. Team 2 rebuttal to proposition 1a.
4. Team 2 rebuttal to proposition 2a.
5. Team 2 proposition 1b.
6. Team 2 proposition 2b.
7. Team 1 rebuttal to proposition 1b.
8. Team 1 rebuttal to proposition 2b.
9. Team 1 summary speech.
10. Team 2 summary speech.

Before the debate, team members should meet to decide their strategy and who will say what. During the debate, each team member will be responsible for presenting one of the propositions, rebuttals, or summaries. Each speaker will have approximately 3 minutes to speak, and should support their propositions and rebuttals with evidence (examples) from one or more of the assigned readings. The goal is not to “win” by destroying the other team’s argument, but instead to persuade your audience that your position is valid.

Responsibilities of the rest of the class

Everyone who is not in the debate that week is still expected to come to class and to pay attention during the debate. Class members have two responsibilities. First, at the end of the debate the floor will be opened to comments from anyone in the audience. Second, you will be given a debate sheet to record the propositions and rebuttals each team makes throughout the debate. At the end of the debate and class discussion, you will have approximately 10 minutes to complete this sheet and to write a brief response stating your position on the debate question. You will then hand in this debate reflection for a mark (see below).

(2) Debate Reflections:

During the 3 weeks when you are not participating in a debate, you will do a debate reflection. The debate reflection consists of two parts. First, there will be a table to record the propositions and rebuttals each team makes throughout the debate. Second, there will be space for you to write a short paragraph stating your position on the debate question, and whether or not your position has changed as a result of the debate. Each of these debate reflections is worth 5% of your final mark.

(3) Essays:

You will respond to two assigned questions in essay format, each concerning a pair of weeks following the Winter Break (refer to Class Schedule). The first essay is due March 9, and the second essay is due March 23. The essay questions will be distributed on February 23. Each essay is worth 15% of your final mark.

The expected length of each essay is 1200-1500 words (4-5 pages, not including title page or works cited list). Essays should follow standard university formatting (12-point font, 1-inch margins, double-spaced), and include your name, student number, course number, professor name, and date on the title page.

You should refer to both class lectures and the assigned readings, but **do not use outside sources**. These are interpretive essays drawing on material discussed in class, not research papers. Proper academic citations and a Works Cited list are mandatory. You can use APA, MLA, or Chicago Style, as long as you do it and are consistent. Style sheets are posted to CULearn. If you do not know how to do academic citations for university papers, you should attend a workshop at Learning Support Services. See <http://carleton.ca/lss/>. Failing to use proper academic citations will affect your mark, and may lead to an investigation of plagiarism.

(4) Take-home Final Exam:

The take-home final exam will consist of approximately 4 questions that you will answer in essay format. The questions will cover material covered throughout the entire course. They will be distributed on the last day of class (April 6) and are due on April 23.

Class Schedule & Readings

January 5 **Introduction**
(no readings)

January 12 **The Storytellers**
King, Thomas. 2003. “‘You’ll Never Believe What Happened’ Is Always a Great Way to Start,” pp. 1-29 in *The Truth About Stories: A Native Narrative*. Toronto: Anansi.

January 19 **The Family Tree**
Harari, Yuval Noah. 2014. “An Animal of No Significance,” pp. 3-19 in *Sapiens: A Brief History of Humankind*. Toronto: McClelland & Stewart.
Harari, Yuval Noah. 2014. “The Tree of Knowledge,” pp. 20-39 in *Sapiens: A Brief History of Humankind*. Toronto: McClelland & Stewart.

Debate 1: Are humans the result of evolutionary adaptations, or cultural innovations?

January 26 **Self-awareness, language, and symbolic communication**
Morell, Virginia. 2013. “The Educated Dolphin,” pp. 158-179 in *Animal Wise: How We Know Animals Think and Feel*. New York: Broadway Books.

Debate 2: Are humans the only living creatures who are both self-aware, and aware of other selves?

February 2 **Rational or Irrational?**
Miner, Horace. 1956. Body Ritual Among the Nacirema. *American Anthropologist* 58(3): 503-507.
Sagan, Carl. 1996. “The Wind Makes Dust,” pp. 307-317 in *The Demon-Haunted World: Science as a Candle in the Dark*. New York: Ballantine Books.

Debate 3: Are humans primarily rational or irrational?

February 9 **Materialism or Idealism?**
Turner, Terence. 2012. The social skin. *HAU: Journal of Ethnographic Theory* 2(2): 486-504.

Debate 4: Taking the body as an example, are material realities or symbolic meanings more important to humans?

Class Schedule & Readings (continued)

(no class February 16; Winter Break)

February 23 Sociability

Walker, Harry. 2013. "Mutuality and Autonomy," pp. 94-132 in *Under a Watchful Eye: Self, Power, and Intimacy in Amazonia*. Berkeley: University of California Press.

March 2 Human and non-human relations

Walker, Harry. 2013. "Mastering Subjugation," pp. 164-202 in *Under a Watchful Eye: Self, Power, and Intimacy in Amazonia*. Berkeley: University of California Press.

March 9 Creating

Weiss, Brad. 1996. "Mealtime: Providing and Presenting a Meal," pp. 80-126 in *The Making and Unmaking of the Haya Lived World: Consumption, Commoditization, and Everyday Practice*. Durham & London: Duke University Press.

Essay response 1 due, covering class discussions and readings February 23 & March 2 (Walker).

March 16 Destroying

Weiss, Brad. 1996. "Electric Vampires: From Embodied Commodities to Commoditized Bodies," pp. 203-219 in *The Making and Unmaking of the Haya Lived World: Consumption, Commoditization, and Everyday Practice*. Durham & London: Duke University Press.

March 23 Relations between the living and the dead

Oxford, Ellen. 2010. "Everlasting Debts," pp. 114-151 in *Drink Water, But Remember the Source: Moral Discourse in a Chinese Village*. Berkeley: University of California Press.

Essay response 2 due, covering class discussions and readings March 9 & March 16 (Weiss).

March 30 Overlapping (but not identical) cultural categories

Rosaldo, Renato. 1993. "Grief and a Headhunter's Rage," pp. 1-24 in *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press.

April 6 Conclusion

Take-home final exam distributed and due April 23.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

Requests for Academic Accommodations**Academic Accommodations for Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2015 exam period is March 7, 2015.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: www.carleton.ca/wts

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

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- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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