Instructor: Paul Thibaudeau  
Office: Loeb A701  
Office Hours: Mondays and Wednesdays 10:30am to 11:25 am  
Email: paul_thibaudeau@carleton.ca  
Course meets: Mondays and Wednesdays 11:35 AM – 2:25 PM Tory Building 238  
Pre-requisites & precluded Courses: Precludes additional credit for ANTH 1000 and ANTH 1003

Course Description and Objectives:  
Examination of anthropological issues in the study of social institutions such as the family, economy, politics and belief systems. Debates about gender, development, cultural differences, health and the environment may also be examined. Course objectives include:  
- familiarization and understanding of key concepts in anthropology;  
- understand the environmental, political and social challenges faced by people in the world  
- development of research and writing skills  
- understand the use of anthropological method and theory in engaging social issues

Required Textbook  

Course Schedule

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<th>Date</th>
<th>Lecture</th>
<th>Readings/Assignments</th>
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| Jul 4 | 1 – Introduction to the Class | **Lecture:** Review of course outline and expectations for the course. Brief overview of the themes that we will explore in this course.  

**Themes to Discuss:** How to find sources in the library. How to write an annotated bibliography. Review template for annotated bibliography.  

**Read:** Ch. 1 “Writing and Thinking”  
Ch. 10 “Documentation” |
| Jul 6 | 2 – What it Means to be Human | **Lecture:** We will explore how the evolution of human cognitive ability spans millions of years and has culminated in a unique series of inter-related abilities for our species that allows us a particular type of thinking that is informed by language and things.  

**Themes to Discuss:** How can many ways can we improve our thinking? How to write a thesis statement and how to construct ideas clearly.  

**Read:** Ch. 7 “Arguing and Writing with Style”  
Ch. 8 “Planning and Organizing an Essay or Report” |
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<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Lecture:</th>
<th>Themes to Discuss</th>
<th>Read:</th>
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<tr>
<td>Jul 11</td>
<td>3 – States, Symbols and the Creation of the Great Polity</td>
<td>The emergence of state formation on the heels of the agricultural revolution spurred new forms of social adaptation as societies developed new symbols to enhance the growing polity sphere. We will look at some historic and recent examples of symbols in action and discuss the nature of the symbolic construction of the state and the concept of Great Leader.</td>
<td>How much do symbols and meaning making underpin human and social organization?</td>
<td>Geertz, C. 2003. What Is a State If It Is Not a Sovereign? Reflections on Politics in Complicated Places. Current Anthropology 45:577-593.</td>
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<td>Jul 13</td>
<td>4 – Economics and the Trading of Symbols</td>
<td>From the earliest development of exchange systems, humans have used exchange as the basis of a form of relationship. The symbolic representation of that exchange through mediums of exchange reflects this growing movement towards a mythologizing of powers both for economies and for the products that make up those economies.</td>
<td>Is economics still about getting our daily bread? How could use this knowledge to improve our ways of living?</td>
<td>Hart, K. (2007). &quot;Money is always personal and impersonal.&quot; Anthropology Today 23(5): 12-16.</td>
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<td>Jul 18</td>
<td>5 - Colonialism and Development</td>
<td>Understanding how the reach of colonialism through trade and the age of imperialism set the stage for development and underdevelopment in many parts of the world. How the current world market economy creates conditions for the perpetuation of that dependency will also be examined.</td>
<td>Where do you see colonialism in your everyday life?</td>
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<td>Assignment Return: I will hand back your essay proposal with all corrections and advice written on how to best approach your essay.</td>
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<td></td>
<td>Read:</td>
<td>Ch. 12 “Common Errors in Grammar and Usage”</td>
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<td>Ch. 13 “Punctuation”</td>
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<td>Ch. 14 “Misused Words and Phrases”</td>
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<td>Jul 20</td>
<td>6 – Colonialism and the Indigenous Peoples of Canada</td>
<td>Colonialism discourses will be explored by means of examining Canadian policies of residential school attendance, the Indian Act and reserve system, land claims and Aboriginal self-government and rising national prominence. Through this lecture we will discuss the changing relationship between Canada and Indigenous peoples.</td>
<td>What do you think is needed to help improve the conditions of Indigenous Peoples in Canada?</td>
<td>MacEachren, Z. (2006). The Educational Paths of Art and Craft Experiences. Canadian Journal of Native Education, 29(2), 215-228.</td>
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<td>Date</td>
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<td>Jul 25</td>
<td>7 - Making Things, Making Meaning</td>
<td>Humans live within a web of material things, but how we integrate those items into our everyday lives is part of the study of anthropology of material culture. This lecture will examine approaches to material culture with an eye to understanding how material culture is used to create and represent meaning.</td>
<td>What is the connection between material culture, meaning and sustainability?</td>
<td>Ingold, T. 2007. Materials against materiality. Archaeological Dialogues 14:1-16.</td>
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<td>Jul 27</td>
<td>8 - Art and the Cultural World</td>
<td>What is art? What is the role of the artist in the symbolic production of culture and expression? This lecture will explore the interplay between art production and the process of meaning making with a cross-cultural perspective.</td>
<td></td>
<td>Bray, Z. 2015. Anthropology with a Paintbrush: Naturalist-Realist Painting as &quot;Thick Description&quot;. Visual Anthropology Review 31:119-133.</td>
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| Aug 3  | 9- Ethics and Applied Anthropology                                   | We will examine some key issues surrounding how ethical anthropology underpins good anthropology and the role that anthropology can play in improving conditions in the world. | How can we design policy and programs in an ethical manner? Could we think of a problem in society today that we'd like to propose a change in policy for? | Ch. 3 “Theorizing About a Project”  
Ch. 6 “Exercising Judgment and Good Ethics” |
| Aug 8  | 10 – Anthropology in the Everyday                                     | This lecture will discuss the growing interconnections between design, anthropology and business. Understanding the appropriate uses of quantitative and qualitative data as we use anthropological method and theory to understand everything from office life to product development. | What kind of role should anthropology play in business and design? How do you think the discipline is changing – or should it change? | Ch. 4 “Using Quantitative Data”  
Ch. 5 “Using Qualitative Data” |
<p>| Aug 10 | 11 – Multiculturalism: an Anthropology of Canada                    | How might we look at how the issue of culture is dealt with here in Canada? This lecture will review some elements of culture, multi-culturalism and what it means to describe ‘Canadian culture’. | Just what do we mean by multiculturalism? How do you                                    |</p>
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| Aug 15     | Class Wrap Up                 | Lecture: Here we will review the major themes of the course with an eye towards getting you preparing for the final exam. The goal will be to help you make sense of the broad trends and linking that up with the many facts and features that we covered this term.  

*Hand back your essay in class*  
*Read:* p180-182 from your textbook – deals specifically with ‘objective exams’ and how to answer them. |
| August 19-25 2016 | Final Exam Period | Final Exam scheduled by the Registrar |

**Course Assignments and Exam:**
- Attending and participating in your class (all term)  
  - Worth 10% of your course grade  
  - Will pass around a sign-up sheet  
  - Need to ask questions and stimulate discussion  
- Submission of essay proposal in class (July 13, 2016)  
  - Worth 10% of your course grade  
  - Must have 1 page maximum (single-spaced) explanation of your essay topic  
  - Must have 3 sources with a maximum 1 paragraph (single-spaced) annotation for each source  
  - Must follow the template posted on CU Learn  
- Submission of essay in class (August 8, 2016)  
  - Worth 40% of your course grade  
  - 8 pages (excluding bibliography), double-spaced  
  - Must have a minimum of 10 academic sources (books, journals) – no web materials permitted  
  - Must follow the template posted on CU Learn  
- Final Exam During Final Exam Period  
  - Worth 40% of your course grade  
  - Will be multiple choice using Scantron sheets  
  - You must bring 2 HB pencils (or HB mechanical pencils) and your Student ID to the exam  
  - Be sure to fill out all sections of the exam, particularly your student number and name. Follow the instructions carefully!

**Please Note:** All deliverables submitted late will accrue a 10% per day or part of day deduction from the determined grade, to a maximum of 3 days, from the original deadline time and date. Failure to submit within 3 days, without approval from the instructor, will result in a grade of F.
Student Access to Exam Papers
Examinations are for evaluation purposes only and will not be returned to the student.

Academic Regulations, Accommodations, Plagiarism and Related
In accordance with the Carleton University Undergraduate Calendar (p 29), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A - = 80-84
- B+ = 77-79
- B  = 73-76
- B - = 70-72
- C+ = 67-69
- C  = 63-66
- C - = 60-62
- D+ = 57-59
- D  = 53-56
- D - = 50-52
- F  = Below 50
- ABS = Student absent from final exam
- DEF = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam
- WDN = Withdrawn from the course

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 August 2016 exam period is July 24, 2016.

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:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- 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/