

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**ANTH 1001 C  
2023 WINTER  
INTRODUCTION TO SOCIO-CULTURAL ANTHROPOLOGY**

**Instructor:** Matthew Hawkins

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**Office:** A707 Loeb Building

**Office Hours:** Tuesdays at 1:00pm – 3:00pm and Fridays 1:00pm – 2:00pm (in-person) or by appointment; request to meet by Zoom by email.

**Classes:** Fridays 2:35pm – 4:25pm **Location:** HS 1301

**Method of Delivery:** In-person lectures and TA discussion groups

**Pre-requisites & Precluded Courses:** Precludes additional credit for ANTH 1000, HUMS 1005.

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### Course Description

Socio-cultural anthropology is the study of the diverse ways of being human: the different ways people think and act and about the relationships that they form with other people, beings, and things. This course will introduce you to how anthropologists explore these cultural differences and learn from different cultural examples from around the world. We will look at concepts of power, race/ethnicity, gender, the environment, economy and development, memory, and reconciliation to better understand the conditions of how people make social relationships. We will read ethnographies, which represent one of the important ways that anthropologists share knowledge about society and culture. In this class we will learn about social and cultural differences from around the world and in Canada. We will be exposed to ethnography and practice some of the anthropologist's research methods.

To write or create an ethnography, anthropologists use a research method called participant-observation. The researcher participates in the lived realities of other people and observes how they construct meaning in their lives to gain an understanding of what we call "culture".

Fundamental to how anthropologists do research is the concept of cultural relativity. Cultural relativity is not moral relativity, which would be to say all ways of being/acting are equally good. Rather, as anthropologist Marshall Sahlins writes, cultural relativity "is the simple prescription that, in order to be intelligible, other people's practices and ideals must be placed in their own historical context [and] in the field of their own cultural relationships." To learn about other people's culture therefore is to engage in a relationship with other people and to be present in and participate with their lived realities.

### Learning Objectives

- To learn about the **cultural diversity** that exists in many aspects of **human life**.
- To recognize and critique **ethnocentrism** and the importance of **cultural relativism**.
- Be introduced to **ethnography** and learning from descriptions of lived experiences.
- Be able to define and apply core **concepts** (power, gender, identity, racialization and racism, space/place, to analyze a **socio-cultural phenomenon**.

**Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.**

### **Important Note about Expectations:**

We are all adapting to learning in pandemic times—and learning about the limitations and possibilities of engaged learning in this context. Learning and teaching has required new skills, practices, and technological requirements. My goal is to provide you with an engaging and accessible class where you will be introduced to anthropological ways of thinking. *Please be patient as we work out difficulties and find solutions together.*

#### ***For the instructor:***

You can expect me: to share my knowledge about anthropology through original content (lectures), assign meaningful materials to read, listen and watch, and design this course to facilitate your learning. I will provide clear instructions and clarify when needed and maintain a fair assessment standard for all students. I am to be fair and understanding of your circumstances and to make accommodations where necessary to help you succeed.

I can be reached for personal issues through email (I aim to respond within 1-2 days and respect weekends) or during the posted office hour.

#### ***For Teaching Assistants:***

Teaching assistants are a core part of the teaching team with significant knowledge about anthropology and university skills to share with you. They will provide you fair and meaningful assessment on your assignments and help me to facilitate your education.

#### ***For the students:***

I expect you to regularly engage with the course, which includes attending lecture, engaging with the assigned course materials and participate in your TA groups.

Also, please let me know as soon as possible if physical/mental health, personal/family issue, technological access, and/or workload is affecting your ability to fulfill your responsibilities in this course, and we will work towards an accommodation.

#### ***For everyone:***

Finally, we all have different backgrounds and life experiences that provide different perspectives on issues and understandings about what is most important in our lives. Some topics in this class include explorations of how people have been politically and socially marginalized, excluded, and exploited based on their gender, sexuality, religion, economic class and through processes of colonization and racialization. My expectation is that we all work towards an inclusive classroom and society; this project requires **all of us** to think and act with care and be open to the possibilities of rethinking how our experiences should influence our own knowledge and actions with a goal of ending the ways in which people are marginalized, excluded, and exploited.

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## Course Format

Course content is organized by a theme or topic each week. Lectures will be delivered every Friday in-person. Assigned materials (readings, podcasts, videos) will be available and/or linked on Brightspace. You will be asked to submit a question about the readings each week on the Brightspace forum.

You will also attend a 1-hour TA discussion group each Friday. TA groups will include discussions on that week's course content (lecture and readings) as well as activities to facilitate your academic skills and prepare you for your assignments. You should complete the assigned materials before the TA discussion group to be able to fully participate in your TA group's discussions.

Check Carleton Central to see your section's meeting time and location.

### Assessments:

TA Group	20% (total)	
➤ Attendance	10%	8 of 10 weeks
➤ Weekly Question	10%	submitted Thursdays by 2:00 PM
Annotated Bibliography	15%	due Friday February 3 at 11:59 PM
Decolonization Reflection	15%	due Friday March 3 at 11:59 PM
Observation, Description, Analysis	25%	due Thursday April 6 at 11:59 PM
Renegade Dreams Take-Home Paper	25%	due Thursday April 27 at 11:59 PM
Total	100%	

## Guide to Brightspace Forums

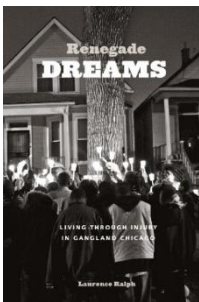
### Getting Help from the Instructor

Pose your questions about activity instructions, course format, access to readings/course materials, etc. If you are considering emailing me or your TA a question about the course and think it might apply to other students, please post it here.

### Weekly Question

After completing the assigned materials pose a one or two sentence question about the material in this forum. Complete 6 out 10 weeks to receive full marks.

## Assigned Materials



There is one required course book:

*Renegade Dreams: Living Through Injury in Gangland Chicago* by Laurence Ralph (2014). University of Chicago Press.

You can purchase this book at **Haven Books, 43 Seneca St**, at the corner of Somerset, a few blocks from the Campus entrance, and online in print and digital copies (links on Brightspace).

Other assigned readings are posted in the week's module on the Brightspace page, as well as links to assigned podcasts and videos.

## Description of Assessments

### *TA Group – 20%*

#### **Attendance – 10%**

Part of your TA Group mark (10%) will be based upon your attendance in your TA Groups. TA groups will start “live” on **Friday, January 20**. You will be expected to attend at least **8 of the 10 sessions** over the course of the semester to receive full marks. Your mark will also reflect only active attendance, so please attend TA groups ready to listen and engage with your peers.

You can find your TA Group number through your Carleton Central schedule. Your in-person TA Group location will be provided through Carleton Central.

#### **Weekly Question – 10% (best 6 out of 10) – due by Thursdays by 2:00PM**

Post a question (1 to 2 sentences) about the assigned reading to the forum “Weekly Question” in the corresponding module on Brightspace. You will have 10 different opportunities to post a question, you will be marked on completing at least 6 questions over the semester.

Your question can be a question to clarify a concept or section of the reading, to spark discussion about a significant aspect of the reading or ask to compare a central component of the reading to a previous week’s topic.

Your question should demonstrate your effort to engage with the assigned material. Your TA will evaluate your question out of 2 based on your questions ability to demonstrate your engagement. 0 – question clearly does not relate to week’s reading; 1 – suggests limited engagement; 2 – suggests active engagement.

Example of questions:

- “On page 56 of *Living Inca Town*, Guelke writes about the relationship between *machismo* and heteronormative views. What does she mean by this in the context of the Quechua communities?”
- “How does the racialization of political life in Eastwood described by Lawrence Ralph compare to the situation of social mobility in Colombia that we read about from Vigoya?”

### *Annotated Bibliography – 15%*

#### **Due Friday, February 3 at 11:59PM**

A short reading comprehension and reflection assignment that will introduce you to the practice of doing an “annotated bibliography” and citing academic work.

Further instructions will be provided on Brightspace.

### *Decolonization Reflection – 15%*

#### **Due Friday, March 3 at 11:59PM**

A written assignment (600-800 words) that will ask you to reflect on the content of the “Decolonization is for Everyone” module.

Further instructions will be provided on Brightspace.

### *Observation, Description, Analysis – 25%*

**Due Friday, April 6 at 11:59 PM**

An activity that includes practicing your observation skills and applying analytical concepts to the description of your experience. Will be a written submission (1000 words). You will have an opportunity to discuss in your TA Group appropriate locations / contexts to do your observation.

Further instructions will be provided on Brightspace.

### *Renegade Dreams Take-Home Paper – 25%*

**Take home exam due April 27 by 11:59PM through Brightspace**

**Length: 1200-1500 words**

Your last assignment for the semester will be a “take home exam” that is a short reflection paper based on the coursebook *Renegade Dreams* and will require to know and critically reflect on and apply core course concepts (culture, power, gender, race, colonialism, economics/development, space/place, history/the past, the body, family/kinship, and/or living well). You will be provided with prompts in November when we begin reading *Renegade Dreams*.

Further instructions will be provided on Brightspace.

### **On Late Submissions**

Each student has five (5) extension days to use as you need over the semester. You do not need permission from my or your TA to use your extension days; but do note how many extension days you have used when submitting your assignment after the due date. Weekends count as 1 day.

Note: your extension days **cannot** be used on the Renegade Dreams Take-Home Paper.

If for medical or personal reasons you need a more significant extension to submit an assignment, please contact me by email ([matthewhawkins@cunet.carleton.ca](mailto:matthewhawkins@cunet.carleton.ca)) or my office hours for accommodations.

## Course Plan

<b>1: Introduction</b> January 13	Concepts: socio-culture anthropology, ethnography
<b>Reading:</b> Syllabus.	
<b>2: Culture and being</b> January 20	Concepts: Culture, cultural relativism, ethnocentrism
<b>Reading:</b> Selection from Cruickshank, Julie (2005). <i>Do Glaciers Listen? Local Knowledge, Colonial Encounters &amp; Social Imagination</i> .	
<b>3: Power in everyday life</b> January 27	Concepts: Power (symbolic power, hegemony, and biopower), sovereignty, resistance
<b>Reading:</b> Adunbi, O. (2015). "The State's Two Bodies: Creeks of Violence and the City of Sin." In <i>Oil Wealth and Insurgency in Nigeria</i> .	
<b>4: Gender and identity</b> February 3	Concepts: Gender, biological sex, identity
<b>Reading:</b> Guelke, K. (2021). "Negotiating Gender and Ethnicity." In <i>The Living Inca Town: Tourist encounters in the Peruvian Andes</i> .	
<b>5: Race, ethnicity, and the nation</b> February 10	Concepts: Nation/nationalism, race, ethnicity
<b>Reading:</b> Vigoya, M. V. (2015). Social Mobility, Whiteness, and Whitening in Colombia. <i>Journal of Latin American and Caribbean Anthropology</i> , 20(3), 496–512.	
<b>6: Decolonizing indigeneity in Canada</b> February 17	Concepts: colonialism, reconciliation, cultural appropriation, knowledge
Watch/listen to full interview with Marlene Pierre (knowledge keeper).	
<b>7: Human relations to ecology/nature</b> March 3	Concepts: Ecology, environment, human-nonhuman relationships
<b>Reading:</b> Gagné, Karine. (2020). The Materiality of Ethics: Perspectives on Water and Reciprocity in a Himalayan Anthropocene." <i>WIREs Water</i> 7(4).	

## October 24-28 Reading Week – No classes

### **8: Development and economies** March 10

Concepts: Economy/political-economy, neoliberalism, development

**Reading:** Ralph, L. 2014. "Part One: The Injury of Isolation". In *Renegade Dreams*. 1-20  
**LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY IS MARCH 15**

### **9: Spaces/places in urban anthropology** March 17

Concepts: Space and place, urbanization, informal neighbourhoods

**Reading:** Ralph, L. 2014. "Development". In *Renegade Dreams*. 21-54.

### **10: Living with the past** March 24

Concepts: history/the past, memory

**Reading:** Ralph, L. 2014. "Nostalgia" and "Authenticity". In *Renegade Dreams*. 55-118.

### **11: Bodies, health and living well** March 31

Concepts: The body, health, medical anthropology

**Reading:** Ralph, L. 2014. "Disability" and "Disease". In *Renegade Dreams*. 119-164.

### **12: Conclusion** Wednesday, April 12

Concepts: Framing, culture, power, ethnography & anthropology

**Reading:** Ralph, L. 2014. "Conclusion Framing". In *Renegade Dreams*. 165-180.

## University Regulations

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### 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:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**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](mailto: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 deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**.

**For pregnancy:** Please contact your instructor 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** Please contact your instructor 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. For more details [click here](#).

**For survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>



**For student activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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.

### **Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19](#)

[website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

