



CURRICULUM GUIDELINES

EFFECTIVE: JANUARY 2002

A: Division: **INSTRUCTIONAL**

Date: **JANUARY 2001**

B: Department/
Program Area: **ANTHROPOLOGY/SOCIOLOGY**

New Course Revision

If Revision, Section(s) Revised: **D, F, G, M, N, P, Q, R**

Date Last Revised: **OCTOBER 1987**

C: **ANTH 200**

D: **ADVANCED CULTURAL ANTHROPOLOGY:
CONCEPTS AND PRACTICE**

E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course is an examination of the major theoretical perspectives in anthropology in relation to classic ethnographic sources and the experience of anthropologists in the field.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar in Classroom</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 2 hrs. per week Seminar: 2 hrs. per week</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p>ANTH 100 or equivalent</p>	<p>I: Course Corequisites:</p> <p>NONE</p>
<p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p>		<p>K: Maximum Class Size:</p> <p>35</p>
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

Subject and Course No.

M: Course Objectives/Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Discuss the major theoretical models in sociocultural anthropology and articulate the relationship between model building and the fieldwork experience in the discipline.
2. Articulate the “personal equation” in anthropological fieldwork experience and critically evaluate selected ethnographic works in relation to the anthropologist’s personal equation.

N: Course Content

1. Introduction:
 - Science and social science;
 - The nature of anthropological discourse and the practice of anthropology;
 - Major paradigms and modern problems, an overview.
2. Earlier Social Theorists and Philosophers:
 - The Enlightenment and the locus of knowledge;
 - The development of the scientific method;
 - Comte and the social sciences;
 - De Coulanges and the Ancient City.
3. Early Evolutionists and the 19th Century Social Philosophers:
 - Darwin and Social Darwinism
 - The stages of culture
4. Boas and the Science of Culture:
 - Fieldwork and data collection;
 - Ethnology, ethnography and physical anthropology;
 - The North West Coast
5. Functionalism and Structuralism:
 - Malinowski’s psychological needs and the Trobriand Islanders;
 - Radcliffe-Brown and the Chicago School;
 - American sociology and Talcott Parsons
6. Boas’ Students:
 - Culture and personality and first field work;
 - The Mead crisis and the problem with data/theory relationships
7. Culture and Personality Updated:
 - Psychological anthropology
8. French Structuralism and Symbolism:
 - The question of the demonstrability of psychic unity;
 - The mediation of binary opposition and nature/culture;
 - “My Brother, the Parrot.”
9. Ethnoscience and Cognitive Anthropology:
 - The mind as a landscape and the archaeology of thought.

Subject and Course No.

N: Course Content Cont'd.

10. Behavioural Science and the Social Sciences:
 - Anthropology and behavioural science;
 - The possibility of a unified field.
11. Contemporary Critiques:
 - Feminism and post-modernism;
 - Anthropology as epistemology past and present.
12. Anthropology as Intellectual Exchange:
 - The relevance of past theory for current situations: what do we do when we have no history? How do we prophesize without a past?
 - Technological revolutions and the human condition in the past fifty or sixty years.
13. Concept and Practice:
 - Anthropology as cultural critique;
 - Epistemology and behaviour;
 - The nature of explanations;
 - Belief systems as self-validating.
14. Review and Conclusions

O: Methods of Instruction

The course will employ a number of instructional methods to accomplish its objectives and will include lecture format, supplemented with seminar discussions and student presentations, as well as selected relevant films/videos.

P: Textbooks and Materials to be Purchased by Students

A number of appropriate textbooks as available, such as:

Devita, P. (1992). The Naked Anthropologist. Wadsworth Publishers.

Barrett, S. (1996). Anthropology. University of Toronto Press.

McGee, R.J. and Warms, R.L. (1996). Anthropological Theory: An Introductory History. Mayfield Publishing Co.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

An example of a possible evaluation scheme might consist of:

Mid-term Exam	25%
Research Essay	30% - 40%
Final Exam	25%
Participation/Presentation	<u>10% - 20%</u>
	100%

Subject and Course No.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this is a course in theory of anthropology and practice of anthropology in relation to theory, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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