

## DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

### COURSE OUTLINE – Fall 2022

**AN2270 (A2): Indigenous and Cultural Minorities in the Modern World – 3 (3-0-0) 45 Hours for 15 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live, and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation, and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

**INSTRUCTOR:** Shawn Morton, PhD      **PHONE:** (780) 539-2830  
**OFFICE:** C-402      **E-MAIL:** [smorton@nwpolytech.ca](mailto:smorton@nwpolytech.ca)  
**OFFICE HOURS:** M/W 12:30-13:30 or by appointment

#### **CALENDAR DESCRIPTION:**

This course examines the lives of Indigenous and minority cultures in various societies, and from a global comparative vantage. Anthropological perspectives on relationships among race, class, culture, politics, genocide, ethnocide, and the future of Indigenous and minority peoples in the modern state are explored.

#### **PREREQUISITE(S)/COREQUISITE:**

None.

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

McKillop Wells (2015) *Among the Garifuna. Family Tales and Ethnography from the Caribbean Coast*, The University of Alabama Press.

Directions to additional required readings will be made available through our myClass page as the semester progresses.

#### **DELIVERY MODE(S):**

In person.

#### **COURSE OBJECTIVES:**

- To introduce the discipline of anthropology, its general scope, interests, and frameworks.
- To separate and discuss the four (4) principle sub-disciplines of Anthropology and thus contextualize the research prerogatives and tools of socio-cultural anthropology.
- To introduce several Indigenous and minority groups within a broad context. Emphasis will fall upon Hadza, Yanomami, lowland Maya, Quechua, and Garifuna peoples, as well as upon the Aboriginal peoples of the Northern Territory of Australia.
- To identify and discuss important discussions/issues in the anthropology of these regions and peoples.
- To reinforce and revisit the significance of anthropology in today's world.

### LEARNING OUTCOMES:

Students will be able to:

- define 'anthropology' and articulate what distinguishes anthropology from other fields that study human beings.
- define 'social science' and articulate why anthropology is both scientific and humanistic.
- define 'pseudo-science' and demonstrate how it differs from scientific forms of inquiry.
- define the four (4) principle sub-disciplines of Anthropology.
- describe the peoples covered in the course within specific cultural, geographic, and historical contexts, and more generally through cross-cultural comparison.
- explain important issues related to those peoples covered in the course from an anthropological standpoint.
- explain the relevance of anthropology.

### TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

### EVALUATIONS:

Assessment	Weight
9 attendance, 2 points each, for 18 points total	9%
10 discussion participation, 2 points each, for 20 points total	10%
1 discussion lead for 30 points total	15%
8 reading quizzes, 4 points each, for 32 points total	16%
4 article summaries, 10 points each, for 40 points total	20%
Final exam for 60 points total	30%
Total = 200 points	100%
Note: All points are weighted equally for 200 points total.	
Extra credit for up to 10 points	5%

#### Attendance (9 seminars at 2 points each for 18 points total)

Most of the content for this course will come from class discussions. You are expected to attend regularly. Over the course of the semester, we will have 12 seminar meetings. To earn full attendance points, you must attend at least 9 of these.

### **Discussion Participation (10 discussions at 2 points each for 20 points total)**

To get the most out of this course, it is not sufficient to simply do the readings and attend class, you must participate! Over the course of the semester, we will have 12 seminar meetings. To earn full participation points, you must CONTRIBUTE to at least 10 of these. Note that by “contribute,” I mean that you are to demonstrate a familiarity and understanding of the materials assigned. I expect thoughtful conversation.

### **Discussion Lead (30 points)**

Nearly half of our class periods will be spent in seminar, discussing readings selected by both the instructor and by students. During our second week of class, you will be assigned to a particular culture/region and associated class. You will be responsible for finding a (1) peer-reviewed journal article pertaining to the culture area in question and addressing a topic that you find personally engaging. The bibliographic reference—including author(s), year, article title, journal title, volume (issue), and page references—for this article will be turned in to the instructor to be distributed to the class at least 1 week prior to its discussion day. In addition to assigning an article, you are responsible for leading discussion on that day. Don’t worry! We’ll talk about what that means during our third week.

### **Reading Quizzes (8 reading quizzes at 4 points each for 32 points total)**

You will be given 8 reading quizzes covering your syllabus and chapters in our textbook throughout the semester. Each quiz will consist of a small number of questions (multiple choice, matching, etc.) and are intended to encourage you to keep up with your readings. They are not worth a whole lot of points in the grand scheme of things but could mean the difference between one letter grade and the next; don’t let them slip past you! **Reading Quizzes are to be completed on our myClass page, will open Mondays at 8 am of the week assigned, and close Sundays at 11:59 pm (see due dates on schedule).**

### **Article Summaries (4 summaries at 10 points each for 40 points total)**

Of the multitude of articles that we will be reading this semester, you are to critically summarize four of them. This means that, in addition to summarizing the key point(s) of the article, you also must reflect on and evaluate associated methods of data building/creation, and their theoretical underpinnings. ALSO, you should come up with one question related to the reading that will generate discussion. These are not intended to be long (max. 500 words... about 1 page, single spaced), but should be well thought out and clearly written. **Article summaries are to be completed on our myClass page and are due by the Sunday BEFORE their discussion at 11:59 pm.** Plan ahead, don’t wait until the end of the semester to do these.

### **Final Exam (60 points total)**

You will have a scheduled final exam in this class; HOWEVER, your exam WILL NOT require you to be physically present at the college. Your exam is a TAKE HOME. As we will be invoking concepts that are foundational to the discipline of anthropology, it will build on the material covered throughout the course. Your final exam will be worth 60 points and consist of a single essay question and response that will be provided in advance and will be related to the ethnography we are reading this semester (*Among the Garifuna*). **Your final is to be completed on our myClass page and will open on the Monday (at 8 am) of the last week of scheduled classes. The exam is due and will close by 11:59 pm on the date scheduled by the registrar. I will let you know when this information is available.**

**Note:** I do NOT provide study guides. Significant quantities of research have served to demonstrate that it is not in a student’s best interest to be provisioned with a study guide by the instructor. You may not like it, but the reality is that production of your own study guide is an important studying technique in its own right. Like eating vegetables, this is for your own good. That being said, you are encouraged to ask questions in class and to approach me in office hours for guidance. Although this isn’t a course where you need to memorize a lot of information, you do need to be familiar with what we’ve covered and where you can find it. Use the tables of objectives included in each module to structure your study guide.

**Extra Credit (up to 10 points)**

Extra credit is as stated, extra points above and beyond your regular class assignments. These points are somewhat easy to acquire, but to receive any point you must do exactly as asked. Opportunities for extra credit (worth 5 points each) will be announced throughout the semester.

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Week	Date	Topic(s)	Reading(s)
1	Sep. 1	Introduction to course	Syllabus
Homework: Reading Quiz 1 - Due Sunday, Sep. 4, 11:59 PM			
<b>Module 1: What is Anthropology?</b>			
2.1	Sep. 6	What is anthropology? What is a social science?	McKillop Wells, Pg. 1-30
2.2	Sep. 8	Approaches in socio-cultural anthropology	
Homework: Reading Quiz 2 - Due Sunday, Sep. 12, 11:59 PM			
3.1	Sep. 13	Parameters of our course	McKillop Wells, Pg. 31-64
3.2	Sep. 15	History of socio-cultural anthropology	
Homework: Reading Quiz 3 - Due Sunday, Sep. 18, 11:59 PM			
<b>Module 2: Hadzas of the central Rift Valley and Serengeti Plateau</b>			
4.1	Sep. 20	Regional and historical context	McKillop Wells, Pg. 65-96
4.2	Sep. 22	Film	
Homework: Reading Quiz 4 - Due Sunday, Oct. 2, 11:59 PM			
5.1	Sep. 27	Seminar	TBD
5.2	Sep. 29	Seminar	TBD
<b>Module 3: Yanomamis of Amazonia</b>			
6.1	Oct. 4	Regional and historical context	McKillop Wells, Pg. 97-126
6.2	Oct. 6	Film	
Homework: Reading Quiz 5 - Due Sunday, Oct. 9, 11:59 PM			
7.1	Oct. 11	Reading Break - No Classes	
7.2	Oct. 13	Reading Break - No Classes	
8.1	Oct. 18	Seminar	TBD
8.2	Oct. 20	Seminar	TBD
<b>Module 4: Mayas of Lowland Mesoamerica</b>			
9.1	Oct. 25	Regional and historical context	McKillop Wells, Pg. 127-158
9.2	Oct. 27	Film	
Homework: Reading Quiz 6 - Due Sunday, Oct. 30, 11:59 PM			
10.1	Nov. 1	Seminar	TBD
10.2	Nov. 3	Seminar	TBD
<b>Module 5: Quechuas of Highland South America</b>			
11.1	Nov. 8	Regional and historical context	McKillop Wells, Pg. 159-191
11.2	Nov. 10	Film	
Homework: Reading Quiz 7 - Due Sunday, Nov. 13, 11:59 PM			
12.1	Nov. 15	Seminar	TBD
12.2	Nov. 17	Seminar	TBD
<b>Module 6: Aboriginal Peoples of the Northern Territory</b>			
13.1	Nov. 22	Regional and historical context	McKillop Wells, Pg. 192-213
13.2	Nov. 24	Film	
Homework: Reading Quiz 8 - Due Sunday, Nov. 26, 11:59 PM			
14.1	Nov. 28	Seminar	TBD
14.2	Dec. 1	Seminar	TBD
<b>Module 7: Garifunas of the Circum-Caribbean Region</b>			
15.1	Dec. 6	Seminar	TBD
15.2	Dec. 8	Seminar	TBD
<b>Final Exam - Date TBD</b>			

## STUDENT RESPONSIBILITIES:

*Late Assignment/Make-up Policy:* You are expected to follow the schedule as posted and **late assignments will not be accepted**, except with my permission. Contrary to a popular idiom, it is always better to ask for permission than forgiveness; if you know that you are going to miss a deadline, please let me know in advance.

*Classroom Climate Expectations:* To create and maintain a safe and productive learning environment in the classroom, standards of behaviours are expected as follows:

1. **Listen** attentively and TAKE NOTES.
2. **Communicate** clearly and actively when asking questions or during discussions.
3. **Be respectful** when asking questions/discussing topics with EVERYONE. This does not mean that you need to agree with all the views/opinions expressed but note that there is a difference between being critical or engaging in a productive conversation and being confrontational or abusive.
4. **Refrain** from excessive talking or use of technology for NONACADEMIC PURPOSES. You are supposed to be in class, so BE IN CLASS.

If you choose to violate the above expectations, either once or repeatedly the following consequences will be enforced:

1. Verbal warning;
2. Meeting after class/in office hours, or;
3. Pursuing a report of non-academic misconduct under the Student Rights and Responsibilities policy.

## STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

\*\*Note: all Academic and Administrative policies are available on the same page.

## Additional Information:

Note that you should not take your performance in this course as an indication of how much I like or respect you. No, that will depend on whether you laugh at my jokes (that was a joke). It goes without saying that post-secondary education is a process. You'll figure out what works for you. I'm here to help.