
ANTH 203 (LEC01)
Introduction to Social and Cultural Anthropology
GFC Hours 3-0
Winter 2024

Prerequisite(s): None.

LAND ACKNOWLEDGEMENT:

Oki, Aba-wath-tech, Tansi, Dadanast'ada, Hello! My name is Sabrina Perić, and I am a settler, living as an uninvited guest in beautiful Treaty 7. I want to acknowledge that the University of Calgary is located on the traditional territory of the people of Treaty 7. This includes the Niitsitapi (including the Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Iyethka Nakoda (which includes the Goodstoney, Bearspaw and Chiniki First Nations). Calgary is situated on the confluence of the Bow and Elbow rivers, the Niitsitapi name for this place is Mohkinstsis, the Iyethka call it Wicispa Oyade, and the Tsuut'ina call this area Gutsistsi. Calgary is also home to the Metis Nation of Alberta, Districts 5 and 6. It is important for me to trace out these ties – because without them we would not be here. Universities and scholars have benefited greatly from the dispossession of Indigenous people. Territorial acknowledgement is therefore very important for me – it is not only about my accountability as a settler to ongoing processes of colonialism, but as a member of a large immigrant family. I do not want to simply take for granted where I live and where I work. Nor do I want colonial processes to continue with immigrants as key actors – as they have in the past. So I begin by thanking the people on whose territories I continue to live and work as an uninvited guest in the sincere hope that we can go forward together in a good way: Nitsiniyi'taki, Isniyes, Kinanâskomitin, Siyisgaas, and Thank You!

COURSE DESCRIPTION:

This course is an introduction to social and cultural anthropology, the study of human society, its cultures and lifeways. In this class, we will discuss basic anthropological concepts, learn about anthropology's unique approach to society and culture, and learn how to begin thinking about our own experiences and how we understand the world around us.

STATEMENT OF INCLUSION:

The topics in this class can sometimes be difficult topics – we talk about race, gender, family, culture, sexuality, language, amongst others. What makes this class work, and what makes it a place to learn together, is respect and empathy. In this class, all people, with all opinions and beliefs, are welcome. Doing anthropology today means both celebrating our diversity, but also recognizing that our different pathways are what contribute most to new ideas. Speak openly, show respect, share, be bold and be yourself.

ACKNOWLEDGMENT AND RESPECT FOR DIVERSITY

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. This is an introductory course to social and cultural anthropology. By the end of this course, students should be able to:

- Describe some key anthropological terms, concepts, and research methods;
- Think critically about their own society and engage with perspectives, worldviews that may be different than their own in a respectful and interested way;
- Recognize how their own experience, culture, worldviews may influence their lives, actions, and beliefs;
- Reflect on the assumptions they may hold about themselves and about others;
- Explain some of the ways culture, colonialism, family, sex and gender, race, language, economy, politics and environmental change may impact ideas, individuals, groups, identities, societies in our everyday lives;
- Understand that power relations are a key force in shaping cultures and societies.

READINGS AND TEXTBOOKS:

There is no required textbook. Because textbooks are too expensive. Required readings (see tentative class schedule) can be accessed via links in our D2L Reading List.

REQUIRED TECHNOLOGY and EQUIPMENT:

In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology.

- A computer with a supported operating system
- A current and updated web browser
- A word processor, preferably Microsoft Word

COURSE REQUIREMENTS AND ASSESSMENT

In addition to the **midterm exam** and **final exam**, students are expected to complete 8 small “making and doing” assignments. Assignments comprise the following total of the class grade:

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| 1) Making and doing assignments (due dates listed below) | 40% total |
| Land acknowledgment exercise (Jan 30) | 5% |
| Family and kinship exercise (Feb 6) | 5% |
| Representing my culture exercise (Feb 13) | 5% |
| Seeing race around me exercise (Mar 5) | 5% |
| Speaking, listening, language exercise (Mar 12) | 5% |
| Gendered life exercise (Mar 19) | 5% |
| Environmental experience exercise (Mar 26) | 5% |
| Describing labour exercise (Apr 2) | 5% |
| 2) Midterm Exam (Feb 13) | 25% |
| 3) Final Exam (TBA, Registrar-scheduled) | 35% |

The final mark out of 100, will then be converted to a letter grade as follows:

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| A+ | 95 – 100% | B+ | 80 – 84.9% | C+ | 67 – 70.9% | D+ | 55 – 58.9% |
| A | 90 – 94.9% | B | 75 – 79.9% | C | 63 – 66.9% | D | 50 – 54.9% |
| A- | 85 – 89.9% | B- | 71 – 74.9% | C- | 59 – 62.9% | F | < 50% |

Assignment details:

1) Making and Doing Assignments:

- Students will complete **8 making and doing assignments** throughout the course of the semester. Each assignment is worth 5%, for a total of 40% of the grade.
- These assignments are small assignments where students put into practice some of the key terms and ideas they learn in class. Students will get some time in class to start the assignments – they will complete them and upload them the week after on D2L.
- Assignments will be multi-modal – i.e., students will have a number of ways they can complete them. For example, they may be able to write a short paragraph, complete an IG photo essay, record a short video of themselves, or a tik tok etc. Multiple format options will be available for each assignment.
- Students will get the full grade (5%) simply for completing the assignment. The purpose of this assignment is simply to “try thinking anthropologically.”
- Students will upload these assignments on our D2L website, via Dropbox.

2) Midterm Exam:

- Students will be administered one in-class closed book midterm exam (1 hour and 15 minutes).
- The exam will be multiple choice.

3) Final Exam:

- Students will be administered one closed-book Registrar-scheduled final exam at the end of the semester, during the exam period.
- The exam will be multiple choice.
- The final exam is cumulative (meaning, it will cover all of the materials from the beginning of the semester).

IMPORTANT NOTES:

Late assignment policy:

- 1) Late making and doing assignments will be penalized 2.5 points (50% of the assignment grade) per day, including weekends, without prior instructor approval. This means that, if you hand the assignment in 1 day late, you will only receive 2.5/5 on the assignment. If you had the assignment in 2 days late, you will receive a grade of zero.

Exams and Deferrals:

- 2) Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>)
- 3) Students who miss an exam have up to **48 hours** to contact the instructor to ask for a makeup exam. Students who do not schedule a makeup exam with the instructor within this 48-hour period forfeit the right to a makeup exam, and will receive a mark of zero on the exam or assignment.
- 4) Makeup exams will differ significantly in format: they will be a mix of multiple choice *and* short-answer questions, or an essay question.
- 5) The weight of a missed midterm exam *can* be transferred to the final exam.
- 6) Deferral of the registrar-scheduled final exam requires Registrar approval <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>. For Winter 2024, approved registrar-scheduled deferred final exams will be written May 20-25, 2024.
- 7) Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>
- 8) Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a

statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Other:

- 9) Please note that no extra credit or 'make up' work is available in this class.
- 10) You do not need to pass each course component to earn a passing grade in the class.
- 11) For information on the Reappraisal of Graded Term Work, please see:
<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>
- 12) For information on the Reappraisal of Final Grade. Please see:
<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

COURSE POLICIES

- The most important thing is to be respectful and supportive of other students.
- Please turn off your cell phone and any other electronic devices/background noises on your computer.
- Unless you have an approved accommodation, you are not allowed to record the lecture on your personal devices.
- You are responsible for taking your own notes, or for obtaining notes from a classmate if you have to miss class for unavoidable reasons.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off

university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies->

[procedures/acceptable-use-material-protected-copyright-policy](#)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

| Date | Topics/ Readings/Due Dates |
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| T Jan 9 | <p><u>Week 1: What is Anthropology?</u> <u>Class topic:</u> On Anthropology <u>In-class activities:</u> 1) Anthropologist Roundtable: What do anthropologists do? <u>Optional readings:</u> 1) Svoboda, Elizabeth. “Can social scientists help control epidemics?” <i>Sapiens</i>. Apr. 7, 2023. https://www.sapiens.org/culture/social-science-in-humanitarian-action-platform/ 2) Gerry, Aaron. “Can Indigenous Language Comics Save a Mother Tongue?” <i>Sapiens</i>. Sep. 16, 2021. https://www.sapiens.org/language/indigenous-language-comics/ 3) Dance, Amber. “Can anthropologists propel astronauts towards Mars?” <i>Sapiens</i>. Jul. 31, 2019. https://www.sapiens.org/culture/nasa-anthropologist/</p> |
| R Jan 11 | <p><u>Week 1: What is Anthropology?</u> <u>Class topic:</u> Anthropology and Experience <u>Required reading: (please read before class):</u> 1) Rutherford, Danilyn. “What is anthropology?” <i>Sapiens</i>. Mar, 23, 2022. https://www.sapiens.org/language/what-is-anthropology/</p> |
| T Jan 16 | <p><u>Week 2: How do I talk with someone I don’t know?</u> <u>Class topic:</u> Cultural Relativism, Ethnocentrism, Ethics <u>Required reading: (please read before class):</u> 1) Ermine, Willie. "The ethical space of engagement." <i>Indigenous Law Journal</i> 6 (2007): 193-204. https://tspace.library.utoronto.ca/bitstream/1807/17129/1/ILJ-6.1-Ermine.pdf</p> |

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| R Jan 18 | <p><u>Week 2: How do I talk with someone I don't know?</u></p> <p><u>Class topic:</u> Creating an Ethical Space of Engagement as an Anthropologist</p> <p><u>In-class activities:</u></p> <ol style="list-style-type: none"> 1) We will watch: https://www.youtube.com/watch?v=BhCruPBvSiQ 2) Learning about the person next to you <p><u>Required reading: (please read before class):</u></p> <ol style="list-style-type: none"> 1) Ursin, Marit. "When it's not safe to sleep." <i>Sapiens</i>. Oct. 26, 2017. https://www.sapiens.org/culture/homeless-sleep-salvador-brazil/ |
| T Jan 23 | <p><u>Week 3: How do I do anthropology in Canada?</u></p> <p><u>Class topic:</u> Doing anthropology in a settler colonial state</p> <p><u>Required reading: (please read before class):</u></p> <ol style="list-style-type: none"> 1) Little Bear, Leroy. 2000. "Jagged worldviews colliding" in Marie Battiste (ed.), <i>Reclaiming Indigenous Voice and Vision</i>. Vancouver: UBC Press: Chapter 5, pp. 77-85. https://www.law.utoronto.ca/sites/default/files/documents/hewitt-leroy_little_bear_on_jagged_worldviews.pdf <p><u>Optional reading (not required, but very interesting):</u></p> <ol style="list-style-type: none"> 1) "Tilted Ground" In Akiwenzie-Damm, Kateri, Sonny Assu, Brandon Mitchell, Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley, David A. Robertson, Niigaanwewidam James Sinclair et al. <i>This place: 150 Years retold</i>. Portage & Main Press, 2019. Available via UCalgary library (see D2L). |
| R Jan 25 | <p><u>Week 3: How do I do anthropology in Canada?</u></p> <p><u>Class topic:</u> Anthropology is done on land, in a place</p> <p><u>In-class activities:</u></p> <ol style="list-style-type: none"> 1) Class Visitor 2) Land Acknowledgement Exercise <p><u>Required reading: (please read before class):</u></p> <ol style="list-style-type: none"> 1) Belcourt, Christi. "Reclaiming ourselves by name: contesting Canada's colonial names, by language and by map." <i>Briarpatch</i>. July 2013. https://briarpatchmagazine.com/articles/view/reclaiming-ourselves-by-name 2) Tucker, Angie. "Confronting colonialism in land acknowledgements." <i>NiCHE</i>. March 28, 2018, <p><u>Optional reading (not required, but very interesting):</u></p> <ol style="list-style-type: none"> 1) Sawatzky, Katie. "Sharing treaty land." <i>Briarpatch</i>. July 2021. |
| T Jan 30 | <p><u>Week 4: Kinship and Family as Social Institutions</u></p> <p>DUE: Land acknowledgement exercise is due today on D2L Dropbox.</p> <p><u>Class topic:</u> Making kin</p> <p><u>Required reading/watching: (please read/watch before class):</u></p> <ol style="list-style-type: none"> 1) Brooks, David. "How the Nuclear Family Broke Down." <i>The Atlantic</i>, March 2020. Watch this video: https://www.youtube.com/watch?v=sd9d5z7idyQ 2) Vowel, Chelsea. "Cree Kinship Terms." <i>âpihtawikosisân. law. language. culture.</i> |
| R Feb 1 | <p><u>Week 4: Kinship and Family as Social Institutions</u></p> <p><u>Class topic:</u> Chosen families</p> <p><u>In-class activities:</u></p> <ol style="list-style-type: none"> 1) Class Visitor |

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| | <p>2) Family and Kinship Exercise</p> <p><u>Required reading: (please read before class):</u></p> <p>1) Chalifoux, Christine. "Transracial adoption and the limits of love." <i>Sapiens</i>. Mar. 29, 2022. https://www.sapiens.org/culture/transracial-adoption-and-the-limits-of-love/</p> <p><u>Optional listening (not required, but very interesting):</u></p> <p>1) Wilbur, Matika; Small-Rodriguez, Desi; Keene, Adrienne. "Love in the Time of Blood Quantum." <i>All My Relations Podcast</i>. Nov. 8, 2019. https://www.allmyrelationspodcast.com/podcast/episode/46bd8b84/ep-11-love-in-the-time-of-blood-quantum</p> |
| T Feb 6 | <p><u>Week 5: What is my culture?</u></p> <p><u>Class topic:</u> My Culture/Your Culture</p> <p>DUE: Family and Kinship Exercise</p> <p><u>In-class activities:</u></p> <p>1) Mouallem, Omar. Dir. <i>The Lebanese Burger Mafia</i>. Film. We will be watching some excerpts in class. For more info: https://burgerbaronmovie.com/</p> <p><u>Required reading/watching: (please read/watch before class):</u></p> <p>1) Moffat, Tina and Charlene Mohammed. "Food is about far more than bodily sustenance." <i>Sapiens</i>. Sep. 27, 2017. https://www.sapiens.org/culture/food-insecurity-canada/</p> |
| R Feb 8 | <p><u>Week 5: What is my culture?</u></p> <p><u>Class topic:</u> Representing Culture</p> <p><u>In-class activities:</u></p> <p>1) Mouallem, Omar. Dir. <i>The Lebanese Burger Mafia</i>. Film. We will be watching some excerpts in class. For more info: https://burgerbaronmovie.com/</p> <p>2) Brainstorming Representing my Culture Exercise</p> <p><u>Required reading (please read before class):</u></p> <p>1) Patil, Ishaan. "Confronting xenophobia through food – and comics." <i>Sapiens</i>. Oct. 5, 2022. https://www.sapiens.org/culture/cultural-heritage-indian-food/</p> <p>2) Joanne L. Molinaro – The Korean Vegan: https://www.tiktok.com/@thekoreanvegan/video/7268486528941182251?is_from_webapp=1&sender_device=pc&web_id=7161890685582558725</p> <p><u>Optional listening (not required, but very interesting):</u></p> <p>1) Mouallem, Omar. "Faith and Fatherhood." <i>Paternal</i>. Podcast.</p> |
| T Feb 13 | <p><u>Week 6: Review and Midterm</u></p> <p>DUE: Representing my Culture Exercise</p> <p><u>In-class activities:</u></p> <p>1) Midterm Review</p> <p>2) Q and A</p> |
| R Feb 15 | <p><u>Week 6: Review and Midterm</u></p> <p>In-class Midterm Today.</p> |
| Feb 18-24 | Reading Break. No classes. |

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| T Feb 27 | <p><u>Week 7: How do I experience and understand race?</u></p> <p><u>Class topic:</u> Is race biological or social?</p> <p><u>In-class activities:</u></p> <p>1) Strain, Tracy Health. Dir. <i>Zora Neale Hurston: Claiming a Space</i>. Film. 2023. We will be watching some excerpts in class. For more info: https://www.pbs.org/wgbh/americanexperience/films/zora-neale-hurston-claiming-space/</p> <p><u>Required reading (please read before class):</u></p> <p>1) Goodman, Alan. "Race is real, but it's not genetic." <i>Sapiens</i>. Mar. 13, 2020. https://www.sapiens.org/biology/is-race-real/</p> <p>2) Excerpt from: Hurston, Zora Neale. <i>Barracoon: The Story of the Last "Black Cargo,"</i> New York: Amistad Press, 2018. This excerpt is embedded within a story for <i>Vulture</i>. Please read the intro to the text, and the sections "In Africa," "Capture," "Middle Passage," "Slavery," "Freedom," and "Family." https://www.vulture.com/2018/04/zora-neale-hurston-barracoon-excerpt.html</p> |
| R Feb 29 | <p><u>Week 7: How do I experience and understand race?</u></p> <p><u>Class topic:</u> The real consequences of race</p> <p><u>In-class activities:</u></p> <p>1) Class visitor</p> <p>2) Seeing race around me exercise</p> <p><u>Required reading (please read before class):</u></p> <p>1) Cole, Desmond. "The Skin I'm In: I've been interrogated by police more than 50 times – all because I'm black." <i>Toronto Life</i>. Apr. 21, 2015. https://torontolife.com/life/skin-im-ive-interrogated-police-50-times-im-black/</p> |
| T Mar 5 | <p><u>Week 8: How do I communicate?</u></p> <p>DUE: Seeing race around me exercise</p> <p><u>Class topic:</u> Language and Identity</p> <p><u>In-class activities</u></p> <p>1) Speaking, Listening, Language Exercise</p> <p><u>Required reading (please read before class):</u></p> <p>1) Das, Sonia N. "What is linguistic anthropology?" <i>Sapiens</i>. Nov. 9, 2022. https://www.sapiens.org/language/what-is-linguistic-anthropology/</p> <p>2) Neveu, Grace. "When deafness is not considered a deficit." <i>Sapiens</i>. Jul. 22, 2022. https://www.sapiens.org/language/maijuna/</p> |
| R Mar 7 | <p><u>Week 8: How do I communicate?</u></p> <p><u>Class topic:</u> Language and Power</p> <p><u>Required reading (please read before class):</u></p> <p>1) Thomson, Marnie and Kyle Huntzman. "Why I ask my students to swear in class." <i>Sapiens</i>. May 31, 2023. https://www.sapiens.org/language/gendered-insults/</p> <p>2) Riehl, Anastasia. "Why are languages worth preserving?" <i>Sapiens</i>. Nov. 8, 2019. https://www.sapiens.org/language/endangered-languages/</p> |
| T Mar 12 | <p><u>Week 9: How do I identify?</u></p> <p>DUE: Speaking, Listening, Language Exercise</p> |

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| | <p><u>Class topic:</u> Sex and Biology</p> <p><u>In-class activities:</u></p> <p>1) Class Visitor</p> <p><u>Required reading (please read before class):</u></p> <p>1) Fuentes, Agustín. “Biological science rejects the sex binary, and that’s good for humanity.” <i>Sapiens</i>. May 11, 2022. https://www.sapiens.org/biology/biological-science-rejects-the-sex-binary-and-thats-good-for-humanity/</p> <p><u>Optional reading (you don’t need to read this before class, but it will help you prepare for class):</u></p> <p>1) Ocobeck, Cara. “Sexism still winning at the Olympic Games.” <i>Sapiens</i>. Jul. 13, 2021. https://www.sapiens.org/biology/olympics-sexism-regulations/</p> |
| R Mar 14 | <p><u>Week 9: How do I identify?</u></p> <p><u>Class topic:</u> Gender and Politics</p> <p><u>In-class activities:</u></p> <p>1) Gendered Life Exercise</p> <p><u>Required reading/watching (please read/watch before class):</u></p> <p>1) Stone Williams, Paula. “I’ve lived as a man and a woman – here’s what I learned.” TedXMile High Talk - https://www.youtube.com/watch?v=lrYx7HaUIMY</p> <p>2) Campbell, Tenille . “Making love under the Indian Acts.” <i>Briarpatch</i>. Dec. 27, 2018. https://briarpatchmagazine.com/articles/view/making-love-under-indian-acts</p> |
| T Mar 19 | <p><u>Week 10: What is happening around me?</u></p> <p>DUE: Gendered Life Exercise</p> <p><u>Class topic:</u> Humans and our relationship to environment</p> <p><u>In-class activities:</u></p> <p>1) Environmental Experience Exercise</p> <p><u>Required reading (please read before class):</u></p> <p>1) Sampathkumar, Yasaswini. “How to survive climate change in the India-Bangladesh borderlands.” <i>Sapiens</i>. May 27, 2021. https://www.sapiens.org/culture/climate-change-sundarbans/</p> <p><u>Optional reading (you don’t need to read this before class,</u></p> <p>1) Yip, Julianne. “Partnering with nonhumans for climate action.” <i>Sapiens</i>. Jan. 5, 2021. https://www.sapiens.org/culture/arctic-sea-ice/</p> |
| R Mar 21 | <p><u>Week 10: What is happening around me?</u></p> <p><u>Class topic:</u> Climate Change: Fire</p> <p><u>In-class activities:</u></p> <p>1) Emerson, Jeremy. Dir. <i>Summer of Smoke</i>. Film. We will watch this in class. https://vimeo.com/373958783</p> <p>2) Class visitor</p> <p><u>Required reading (please read before class):</u></p> <p>1) Eaton, Jonathn and Sara Shneiderman. “As we fight the Alberta and BC wildfires, we must also plan for future disasters.” <i>The Conversation</i>. May 17, 2023. https://theconversation.com/as-we-fight-the-alberta-and-b-c-wildfires-we-must-also-plan-for-future-disasters-205818</p> |

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| | 2) Greenwood, Therese. "Wildfire aftermath is a slow burn; Return home brings more trauma." <i>Calgary Herald</i> . Sep. 1, 2023. https://calgaryherald.com/opinion/columnists/opinion-wildfire-aftermath-is-a-slow-burn-return-home-brings-more-trauma |
| T Mar 26 | Week 11: Where does my [fill in the blank: food, clothing etc] come from? DUE: Environmental experience exercise <u>Class topic:</u> Commodities and Labour <u>Required reading (please read before class):</u> 1) Carr Teresa. "The Bitter Side of Cocoa Production." <i>Sapiens</i> . Feb. 13, 2020. https://www.sapiens.org/culture/cocoa-production/ |
| R Mar 28 | Week 11: Where does my [fill in the blank: food, clothing etc] come from? <u>Class topic:</u> The Experience of Labour <u>In-class activities:</u> 1) Describing labour exercise <u>Required listening (please listen to this before class):</u> 1) Alberta at Noon with Judy Aldous. "Making a Living Wage." Podcast. Nov. 15, 2023. https://www.cbc.ca/listen/live-radio/1-1-alberta-at-noon/clip/16023709-making-living-wage |
| T Apr 2 | Week 12: Wrap-up and Review DUE: Describing labour exercise Anthropology for Tomorrow |
| R Apr 4 | Week 12: Wrap-up and Review <u>In-class activities:</u> 1) Final Review |
| T Apr 9 | In-class Q and A Session |
| Apr 12-23 | Fall Final Exam Period |

IMPORTANT DATES

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| M Jan 8 | Start of Classes |
| R Jan 18 | Last day to drop a class without a financial penalty |
| F Jan 19 | Last day to add or swap a course |
| F Jan 26 | Fee payment deadline for Fall Term full and half courses. |
| M Feb 19 | Alberta Family Day No Classes. |
| Feb 18-24 | Reading Break. No classes. |
| F Mar 29 | Good Friday no classes |
| M Apr 1 | Easter Monday no classes |
| T Apr 9 | End of classes Last day to withdraw from half courses. |
| Apr 12-23 | Fall Final Exam Period. |
| May 20-25 | Exam period for Registrar deferred final exams |

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>