

**MOUNT SAINT VINCENT UNIVERSITY**

**SOAN 1102 – INTRODUCTION TO ANTHROPOLOGY**

**INSTRUCTOR:**

**Dr. Alex Khasnabish**  
EVARISTUS RM. 443  
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457-6565

**OFFICE HOURS: TBA**

**COURSE DESCRIPTION:**

The discipline of anthropology has made some of the most significant contributions to our understanding of the diversity of human experience both through time and over geographical distance. In this course we will undertake an introductory exploration of the core concepts, methods, theory, and practice of the field of anthropology with a particular focus upon the sub-field of socio-cultural anthropology. Some of the particular processes and concepts we will examine include: culture; biological and socio-cultural diversity; gender and sexuality; race; identity and difference; power, domination, resistance, and alternative-building; social change and development; globalization, mass media, and popular culture. Throughout the course, we will consider the ways in which anthropology offers us key tools for the critical investigation of the worlds we inhabit.

**COURSE TEXTS:**

Eriksen, Thomas Hylland. 2010. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. Third Edition. London: Pluto Press.

Maeckelbergh, Marianne. 2009. *The Will of the Many: How the Alterglobalisation Movement is Changing the Face of Democracy*. New York: Pluto Press.

All course texts are available at the MSVU Bookstore.

**DESCRIPTION OF EVALUATION TASKS:**

Mid-Term Test – 30%

One in-class test will be given during the semester. The test will be based on all material covered in course up to that point (readings, lectures, films).

### Book Review – 35%

Students will be responsible for undertaking a critical book review of Marianne Maeckelbergh's ethnography *The Will of the Many: How the Alterglobalisation Movement is Changing the Face of Democracy*. This book review should be no more than 5 pages (1250 words maximum), double spaced, in 12 point font. Without summarizing the text, the review should examine the key analytical, theoretical, and methodological aspects of the text and evaluate them critically in terms of their effectiveness, strengths, and weaknesses. A good critical book review asks the questions:

- ✧ What is this text trying to communicate to its readers?
- ✧ How does the author do that?
- ✧ What claims does s/he make?
- ✧ What evidence does s/he use to support them?
- ✧ What methodology was employed by the researcher to uncover evidence?
- ✧ What theoretical perspectives have been brought to bear on the evidence?
- ✧ Is the analysis convincing? Why or why not?

Correct use of language is one of the criteria included in the evaluation of all written assignments. For more detailed information on the marking scheme for the Book Review, please refer to our course Moodle page.

### Final Exam – 35%

The Registrar's Office will schedule the final exam for this course.

#### **STUDENTS WITH DISABILITIES:**

Students who have a disability and who require academic accommodations must register with Disability Services as early as possible in order to receive accommodations. Please go to <http://www.msvu.ca/disabilityservices> for more information.

#### **ACADEMIC HONESTY:**

University regulations on Plagiarism and Cheating and other academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at [www.msvu.ca](http://www.msvu.ca) on the Academic Advising page under Academic Offenses.

#### **LATE PENALTIES AND EXTENSIONS:**

Except in cases involving legitimate extenuating circumstances, no extensions will be granted for tests or assignments in this course. Should a student face circumstances that

make meeting course evaluation tasks excessively onerous s/he should contact the course instructor as early as possible to discuss the situation and the possible remedies. In all cases, it is the student's responsibility to contact the course instructor as promptly as possible to make alternative arrangements for late or missed tests and assignments. In the absence of an extension, late assignments will be penalized at the rate of 1 mark per day (including weekends) up to a maximum of two weeks when they will receive a grade of 0. Exams or tests missed without proper documentation (i.e. exam conflict, illness, bereavement) will receive a grade of 0. **Failure to complete each evaluation task in this course will result in a final grade of F in the course.**

**GRADING AND THE EVALUATION OF STUDENT WORK:**

The evaluation of student work will be carried out by the instructor in accordance with the university's approved grading scheme and other associated academic regulations. Please refer to pg. 29 of the MSVU *Undergraduate Academic Calendar* for complete details or go to:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

**COURSE TRAJECTORY:**

*SPLI – SMALL PLACES, LARGE ISSUES*

WEEK 1 - INTRODUCTION AND COURSE OVERVIEW

WEEK 2 - WHAT IS ANTHROPOLOGY?  
Readings: SPLI Ch. 1, 2 & 3

WEEK 3 - REPRODUCING THE SOCIAL  
Readings: SPLI Ch. 4, 5 & 6

WEEK 5 - SOCIAL LIFE: GENDER, RACE, AND ETHNICITY  
Readings: SPLI Ch. 9 & 17

WEEK 6 - SOCIAL LIFE: KINSHIP, MARRIAGE, AND SEXUALITY  
Readings: SPLI Ch. 7 & 8

WEEK 7 - BEING HUMAN: ART, COMMUNICATION, AND BELIEF  
Readings: SPLI Ch. 14 & 15

WEEK 8 - INEQUALITY, STRATIFICATION, AND OPPRESSION  
Readings: SPLI Ch. 10

WEEK 9 - SOCIETIES, ECONOMIES, AND ECOLOGIES

Readings: SPLI Ch. 12

FILM: *THE CORPORATION*

WEEK 10 - SOCIETIES, ECONOMIES, AND ECOLOGIES (CONT'D)

Readings: SPLI Ch. 13

WEEK 11 - SOCIAL MOVEMENTS AND SOCIAL CHANGE

Readings: Ch. 11 & 16

WEEK 12 - GLOBAL ORDERING

Readings: SPLI Ch. 18 & 19

WEEK 13 - WRAP-UP AND REVIEW

Readings: SPLI Epilogue

## MOUNT SAINT VINCENT UNIVERSITY

### SOAN 2203 – GLOBAL HUMAN ISSUES

#### INSTRUCTOR:

DR. ALEX KHASNABISH  
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457-6565

OFFICE HOURS: TBA

#### COURSE DESCRIPTION:

Today, it seems, everything is “global” – whether we are talking about Hollywood-produced pop culture, financial markets and their crises, new media and technology, or health and illness. “Globalization” is everywhere, so much so that we rarely stop to consider what it is, where it came from, whom it serves, and where it might be headed. Instead of seeing “globalization” as something that is inevitable or natural in this course we will explore the fundamental but often unconsidered relationship between the model of “globalization” dominant today and the historical and ongoing processes of colonialism and imperialism. Specifically, we will critically examine contemporary globalizing processes in relation to the enduring reality of colonialism, the rise and importance of “settler states,” and struggles engaged in by indigenous peoples for dignity, justice, and autonomy. The modern world was not born merely through the “encounter” between different peoples, it was brought into being through processes of enclosure, violence, expropriation, exploitation, and the denial of dignity to entire peoples. This trajectory has not ended, it endures and deeply shapes the processes, practices, and institutions associated with globalization today. In order to understand the reality of where we are now and where we are going it is necessary to critically engage the history and contemporary reality of coloniality, the rise and significance of settler states, and the attempts of people subjected to these systems to confront them and to reclaim their own capacity for autonomy. Drawing specifically on examples from Canada and Mexico framed by a globalized geopolitical analysis, in this course we will critically examine one of the most urgent and pressing social justice issues today – “unsettling” colonialism and indigenous struggles for dignity and autonomy - while exploring the nature, dynamics, history, and future of globalization.

#### COURSE TEXTS:

Hill, Gord. 2009. *500 Years of Indigenous Resistance*. Oakland: PM Press.

Khasnabish, Alex. 2010. *Zapatistas: Rebellion from the Grassroots to the Global*. Black Point: Fernwood Publishing.

Ladner, Kiera and Leanne Simpson (eds.). 2010. *This Is an Honour Song: Twenty Years Since the Blockades*. Winnipeg: Arbeiter Ring Publishing.

All course texts are available at the MSVU Bookstore.

### **DESCRIPTION OF EVALUATION TASKS:**

#### RESEARCH PAPER PROPOSAL AND PRELIMINARY BIBLIOGRAPHY – 20%

In a brief proposal (3 pages maximum) you will identify the general area of research that you will be exploring in your research paper and the key preliminary questions that will be directing your research. The proposal will include the following elements:

1. A statement (approximately a paragraph in length) outlining your general area of interest. What are you interested in? What are you going to write about and research? What is it that you want to find out about?
2. 3-4 key questions that will be directing your research and to which you hope to find answers through research. What points – specifically – will you be trying to explore and discuss in your research? What are your primary points of interest and engagement?
3. A preliminary bibliography containing at least 7 sources that relate clearly to your area of research. Each source needs to be completely referenced in an accepted academic citation style.

#### GROUP PRESENTATION – 20% (THROUGHOUT TERM)

Beginning in the second week of classes, groups of no more than 4 students will be responsible for researching, preparing, and performing a brief (10 minute) presentation in the first class of the week (with the exception of the second week of class where the presentation will take place in the second class) about a specific term related to the course material. Students will be able to choose (on a first come, first served basis) their group, week, and term of choice through a sign-up sheet on our course Moodle site. The terms available and the week during which they are to be presented are listed on the sign-up sheet as well as in the “Course Trajectory” section of this outline. The purpose of the presentations is for each group to:

1. Define the term in a clear, critical, and rigorous way.
2. Describe the socio-political significance of the term (in other words, what kinds of social and political processes, institutions, actors, or dynamics does it point to?).
3. Clearly explain the relevance of the term in relation to the core course themes.

Students are expected to collectively research their group's term as well as participate actively in the preparation and presentation of group work. Presenters are encouraged to make use of creative, engaging, and informative techniques during their presentation in order to communicate effectively with their audience. All group members receive the same grade for their presentation and the evaluation and feedback form for the presentation is available for your information on our course Moodle site.

#### RESEARCH PAPER – 40%

The research paper is the culmination of the research project you initiated with your proposal. In this paper you will develop the area of interest you identified in your proposal into a coherent line of analysis and argumentation. The paper must contain a clear thesis statement, develop a coherent and convincing analysis of the problem at hand, and support it with rigorous research. The paper should be 8-10 pages in length (2000-2500 words), typed in 12 point font, double spaced, and can be printed double-sided. The paper should be written in proper essay format and be free of grammatical and spelling errors.

#### TAKE-HOME EXAM – 20%

The final exam for this course will be take-home and will be distributed in hard copy in the final class and posted on-line on Moodle at the same time. The exam must be typed in 12 point font, double spaced, with one inch margins, and should be free of grammatical and spelling errors. The exam will only draw from materials covered in course and no outside research will be necessary.

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#### **COURSE TRAJECTORY:**

WEEK 1 - INTRODUCTION AND COURSE OVERVIEW

WEEK 2 - WHAT IS "GLOBALIZATION"?

Readings: Hill, pg. 5-36

Term: Colonization

WEEK 3 - GLOBALIZATION'S ROOTS: PRIMITIVE ACCUMULATION ON A WORLD SCALE

Readings: Readings: Hill, pg. 37-70; Ladner and Simpson, pg. 1-46

Term: Enclosure

FILM: *RACISM: A HISTORY* (PART 1)

WEEK 4 - GLOBALIZATION'S ROOTS: RATIONALITIES OF VIOLENCE, TERROR, AND EXPLOITATION

Readings: Ladner and Simpson, pg. 47-89

Term: Genocide

FILM: *RACISM: A HISTORY* (PART 2)

WEEK 5 - COLONIZING LIFEWORLDS: THE BIOPOLITICS OF COLONIZATION

Readings: Ladner and Simpson, pg. 91-123, 211-234

Term: Civilizing Mission

WEEK 6 - COLONIZING LIFEWORLDS: OF BLANK SLATES AND STOLEN LAND

Readings: Ladner and Simpson, pg. 235-278

Term: Terra nullius

FILM: *KANEHSATAKE: 270 YEARS OF RESISTANCE*

WEEK 7 - THE SETTLER STATE: INSTITUTIONALIZING VIOLENCE

Readings: Ladner and Simpson, pg. 279-347

Term: Ethnocide

WEEK 8 - THE SETTLER STATE: MODERN CONTRADICTIONS AND THE CRISIS OF LEGITIMACY

Readings: Khasnabish, pg. 1-61

Term: Sovereignty

FILM: *IS THE CROWN AT WAR WITH US?*

WEEK 9 - 500 YEARS OF RESISTANCE: A WAR AGAINST OBLIVION

Readings: Khasnabish, pg. 62-95

Term: Autonomy

WEEK 10 - 500 YEARS OF RESISTANCE: INDIGENOUS STRUGGLES, AFFINITY, AND NEW RADICAL  
MOVEMENTS

Readings: Khasnabish, pg. 96-163

Term: Social movement

FILM: *ZAPATISTAS*

WEEK 11 - ANOTHER WORLD IS NECESSARY: UNSETTLING THE SETTLERS

Readings: Khasnabish, pg. 164-204

Term: Justice

WEEK 12 - WRAP-UP AND REVIEW