



**Anthropology 4010 FDE
Current Issues in Anthropology
Fall 2024**

MODULE 1 (Sept. 4 – Oct. 23)*

**See separate course outline for Module 2 with Dr. Varney*

Instructor: Dr. Jessica Metcalfe
Class Times: Mondays and Wednesdays, 1:00 pm – 2:30 pm
Location: Zoom
Office hours: Mondays and Wednesdays 2:30 – 3:30 pm, or by appointment
Office: BB 2001 D
Contact: jmetcal1@lakeheadu.ca

Course Description: A curiosity-driven seminar exploring recent methodological and theoretical issues in anthropology.

Course Format: Module 1 (the first 6 weeks) will be taught by Dr. Jessica Metcalfe and Module 2 (the last 6 weeks) will be taught by Dr. Tamara Varney.

Module 1 Learning Objectives:

Upon successful completion of Module 1 of this course, you will be able to

- Identify your skills and career aspirations
- Critically reflect on current anthropological topics, including Indigenous storytelling and repatriation
- Demonstrate clear and effective oral and written communication skills

Course Website: The place to access lecture slides, Zoom recordings, readings, and course materials, and to submit assignments (where specified)

Required Readings and Videos: see course schedule. Whenever possible, readings will be posted on the course website.

Module 1 Grades Breakdown

Item	Due Date	% Value
Participation (Module 1)	Throughout	5
Letter to Professor	Mon. Sept 16	5
Presentation: 'Research a Cultural Object'	Mon. Sept 23	10
Presentation: Careers in Anthropology	Wed. Oct. 2	10
Career Interviews Reflection	Fri. Oct. 11	10
Rate Your Skills Worksheet & Discussion	Mon. Oct. 21	10
TOTAL		50

Participation grades will be based on attendance, preparedness, and contributions to in-class and online discussions. Effective participation in class includes careful listening, asking questions, making comments based on your prior knowledge and the required readings, providing respectful critiques and creative suggestions, and engaging with course content to the best of your ability.

Letter to Professor. Respond to the professor's introductory letter with your own letter, situating yourself and your career aspirations. See further instructions on the course website.

Presentation: Research a Cultural Object. Choose a First Nations object from a museum that has an online collections catalogue. In a short presentation (~5 to 10 minutes, including visuals), provide background information about the item, and answer the following questions:

- Was the material unjustly or illegally acquired?
- How can this be determined?
- What challenges did you face in undertaking research about this object?

Presentation: Careers in Anthropology.

- From the list of [10 'Building a Career' options](#), select one of the career categories (information sheets).
- Sign up for your choice by posting on the D2L Discussion board. Each student must choose a different career category—first come, first served.
- In a short presentation (10 minutes or less), summarize your chosen career area for the class. The goal is to provide the class with an introduction to your chosen career category. Some additional online research is recommended to enhance your presentation, but most of it can be based on the information sheet.
 - You must include visuals to enhance your presentation (e.g., PowerPoint).
 - In your presentation, be sure to answer the following key questions:
 - What is the career area? Provide some examples.
 - Why does it interest you?
 - How would an anthropology degree be an asset in this career area?

Career Interviews. Our class will host a panel discussion with people who have Anthropology backgrounds and have gone on to work in diverse careers. We will spend some time preparing for these interviews in class. After the interviews you will write a brief **reflection** on what you learned. This is a chance for you to reflect on what you learned from the interviews. Further instructions will be posted in the D2L Assignments folder.

Rate Your Skills Worksheet & Discussion. You will fill out a [worksheet](#) identifying and rating your competencies and how important you think they are to your desired career, and we will engage in an in-class discussion about these skills. Your grade will be based both on the worksheet and the quality of your participation in the discussion.

Late Policies:

- If you miss an in-class presentation, you will receive a zero for that assignment (or the presentation portion of that assignment), unless you contact me with a valid excuse. Please get in touch ASAP if you anticipate missing any deadlines.
- In general, I will deduct 5% per day for late written assignments
- I will not accept written assignments handed in more than 1 week after the due date except in emergency circumstances, or if SAS accommodations apply

Course Schedule for Module 1 (Sept. 5 – Oct 19)

subject to modification

All readings and videos must be completed before class on the dates listed.

Wed. Sept. 4 - Class 1

Introductions

Course overview, expectations & getting to know each other.

Readings: Course outline

Mon. Sept. 9 - Class 2

Indigenous authors teach through story I: Lee Maracle (*Snaug*)

Required Reading and Video:

Maracle, L. (2004) Goodbye, Snaug, In: *Our Story: Aboriginal Voices on Canada's Past*, Anchor Canada, pp. 200-219

Lee Maracle on 'Goodbye Snaug' (16 min)

Wed. Sept. 11 - Class 3

Indigenous authors teach through story II: Thomas King

Reading:

King, T. (2003) 'You'll never believe what happened' is always a great way to start. In: *The Truth About Stories*, Dead Dog Café Productions Inc. and the Canadian Broadcasting Corporation.

Mon. Sept. 16 - Class 4

Repatriation I: Initial Inquiry Activities

Reading: Atalay, S., et al. (2017). *Journeys to complete the work*. USA, Creative Commons. (graphic novel)

Letter to professor due

Wed. Sept. 18 - Class 5

Repatriation II: Legal Background & T'xwelátse Case Study

Video: *T'xwelátse is Finally Home* (2007), Herb Joe & Stólö Research and Resource Management Centre. (30 min)

Reading: Schaepe et al. (2017). Archaeology as therapy: Connecting belongings, knowledge, time, place, and well-being. *Current Anthropology* 58(4). 'Case 3', pp. 508-509 is required, the rest of the article is only recommended.

Mon. Sept. 23 - Class 6:

Repatriation III: 'Research a Cultural Object' (Student presentations)

See instructions earlier in this document and on the D2L Assignments page.

Readings: none (individual student research required for presentations)

Wed. Sept. 25 - Class 7

Repatriation IV: Case Studies

Seminar-style discussion of the repatriation case studies described in the reading:

UBC Museum of Anthropology (2008). Returning the Past: Repatriation of First Nations Cultural Property, pp. 17-34.

Mon. Sept 30

No classes. National Day for Truth and Reconciliation

Wed. Oct. 2 - Class 8

Careers in Anthropology: Student Presentations

Required readings and Videos:

- American Anthropological Association. [The captivating and curious careers of Anthropology](#). (18 minutes)
- UCL Anthropology. [Careers with Anthropology Degree](#). (10 minutes)
- One of the 10 'Building a Career in...' Tools on the [Anthropology Career Readiness Network Tools page](#). See further instructions earlier in this document and on the course website.

Further Anthropology career resources: (not required)

- <https://anthrocareerready.net/for-students/job-seeker-and-career-tools/>

Mon. Oct. 7 - Class 9

Informational Interviews: Background and Preparation

Readings:

- Knight, R. (2016). [How to get the most out of an informational interview](#). Harvard Business Review (online article).
- Doyle (2021). [How an informational interview can boost your career](#). The Balance Careers (online article).

Wed. Oct. 9 – Class 10

Anthropology Career Interviews (Guest Panelists)

Readings: None

Career Panel Reflection due on Friday following this class. See instructions on the course website

Fall Study Break Oct. 14 - 18: No Classes

Mon. Oct. 21 – Class 11

Anthropological skills development discussion

'Rate your skills' worksheet due.

Readings: None

Wed. Oct. 23 – Class 12

Module 1 Wrap-Up

Readings: None

For Module 2 with Dr. Varney (Weeks 7 – 12), see her separate course outline

General Information

Important Dates:

First day of classes: Tues. Sept. 3

Final date to register: Mon. Sept. 16

Fall Study Break (no classes): Mon. Oct. 14 – Fri. Oct. 18

Final date to withdraw: Fri. Nov. 8

Last day of classes: Tues. Dec. 3 (make-up day for classes missed on Mon. Sept. 30)

Exam period: Fri. Dec. 6 – Mon. Dec. 16

Exam contingency date: Tues. Dec. 17

Regulations – from the Lakehead University [Academic Calendar](#)

It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.

Academic Integrity

A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, **sections 26 and 83 through 85**. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.

Use of AI

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. **Any use of GenAI systems to produce assignments for this course is not permitted unless explicitly**

stated otherwise by the instructor. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials"). Contact the instructor if in doubt about whether use of a particular website or tool is allowed.

Copyright

Students should be aware that all instructional, reference, and administrative materials prepared for this course are protected in their entirety by copyright. Students are expected to comply with this copyright by only accessing and using the course materials for personal educational use related to the course, and that the materials cannot be shared in any way, without the written authorization of the course instructor. If this copyright is infringed in anyway, students may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

Supports for Students – there are many resources available to support students, including:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)
- [Library](#)
- [Lakehead International](#)
- [Indigenous Initiatives](#)

Lakehead University is committed to achieving full **accessibility** for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#) (SC0003, 343-8047 or sas@lakeheadu.ca)

As a university student, you may sometimes **experience mental health concerns or stressful events** that interfere with your academic performance and negatively impact your daily activities. All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, **Student Health and Wellness** is there to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw. Remember that getting help is a smart and courageous thing to do for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

Video/Audio Recording: In the context of remote instruction and participation, video and audio recordings of most class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities. The recordings are **confidential** and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of The Lakehead University Act, 1965. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Todd Randall (Dean, Faculty of Science and Environmental Studies): dean.ses@lakeheadu.ca