



A: Division: **INSTRUCTIONAL** Date: **FEBRUARY 2002**

B: Department/ **ANTHROPOLOGY** New Course | | Revision | **X** |

Program Area: **HUMANITIES & SOCIAL SCIENCES**

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

Date Last Revised: **OCTOBER 1987**

C: ANTH 170 D: ANTHROPOLOGY IN DEVELOPING COUNTRIES E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: An anthropological over-view of the “Third World” or developing nations and how the structure of the world today came into being. Topics include: colonialism, peasants, urbanization, globalization, disease. The methodological approach is ethnographic, comparative and historical. The general theoretical framework is social construction of reality.	
G:	Allocation of Contact Hours to Types of Instruction/Learning Settings	H: Course Prerequisites: NONE
	Primary Methods of Instructional Delivery and/or Learning Settings:	I. Course Corequisites: NONE
	Lecture	J. Course for which this Course is a Prerequisite: NONE
	Number of Contact Hours: (per week / semester for each descriptor)	K. Maximum Class Size: 35
Lecture: 4 hrs. per week / semester		
Number of Weeks per Semester: 14		
L: PLEASE INDICATE:		
<input type="checkbox"/> Non-Credit		
<input type="checkbox"/> College Credit Non-Transfer		
<input checked="" type="checkbox"/> College Credit Transfer:	Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

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

1. Demonstrate an understanding of the use of such terms as “Developing World” as well as a number of other pertinent anthropological terms and concepts.
2. Discuss the basic history of colonialism and its relation to the current state of the world, and the divisions between the Developed/Developing World.
3. Describe the impact of modernization and development and their connections to globalization.
4. Discuss the position of the peasant as a “structured inferior” both past and present, with reference to specific ethnographic studies.

N: Course Content

1. Introduction
First World/Third World: The Division of the World Today
Doing Anthropology
2. Change Over Time
3. The Creation of Peasantries I
4. The Creation of Peasantries II
5. Colonialism and Neo-Colonialism
6. Peasant Production and Subsistence Patterns
7. Personal Problems, Social Causes
8. Wage Labour and Peasant Economies
9. Bureaucracy, Modernization and Development
10. Peasant Communities and The Wider World I
11. Peasants and The Wider World II
12. The Good Life: Globalization
13. Mass Media, Advertising and Belief Systems
14. Summary and Conclusions

<p>O: Methods of Instruction</p> <p>The course will be presented mainly in a lecture format, with the addition of class discussions, and the use of audiovisual aids.</p>						
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Texts will be updated periodically. Typical examples would include the following:</p> <p>Kottak, C.P. (1999). <u>Assault on Paradise</u>. McGraw Hill. Chambers, Keith & Chambers, Anne. (2001). <u>Unity of Heart</u>. Waveland Press Chinas, B.N. (1993). <u>La Zandunga</u>. Waveland Press</p>						
<p>Q: Means of Assessment</p> <p>Evaluation will be based on course objectives, consistent with current College policy, and may include the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">1. A series of examinations, up to 30% each; total</td> <td style="text-align: right; padding-right: 20px;">60%</td> </tr> <tr> <td style="padding-left: 20px;">2. An individual/group assignment or presentation</td> <td style="text-align: right; padding-right: 20px;">10%</td> </tr> <tr> <td style="padding-left: 20px;">3. A research essay</td> <td style="text-align: right; padding-right: 20px;">30%</td> </tr> </table>	1. A series of examinations, up to 30% each; total	60%	2. An individual/group assignment or presentation	10%	3. A research essay	30%
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2. An individual/group assignment or presentation	10%					
3. A research essay	30%					
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>						

 Course Designer(s): Paul Biscop

 Education Council/Curriculum Committee Representative

 Dean/Director

 Registrar