

# COURSE SYLLABUS



COURSE TITLE: ANTH 104: Introduction to Anthropology

CLASS SECTION: 002

TERM: F2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Face to Face

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

## INSTRUCTOR DETAILS

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NAME: Nicole Kilburn

EMAIL: kilburn@camosun.ca

OFFICE: Y212A

HOURS: Monday 4:00-4:30pm, Tuesday 9:00-10:00am, Thursday 9:00-10:00am and 2:30-3:00pm and by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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The course introduces the four major sub-fields of anthropology: archaeology, physical and cultural anthropology, and linguistics. It surveys human evolution, archaeological evidence for cultural reconstruction, societies at different levels of socio-cultural complexity, and language in cultural context.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Describe the four fields of anthropology in relation to what they offer to our understanding of contemporary human issues.
2. Outline the anthropological perspective, including holism, cultural relativism, comparativism and evolution.
3. Discuss the trends in human evolution in order to understand the modern human species.

4. Explain the importance of archaeological investigation to modern society.
5. Describe the basic structure of language as it relates to society and culture.
6. Define culture, including its characteristics and structures, in order to understand its centrality to anthropology.
7. Examine and analyze specific examples such as family structure, religion, social organization, and culture change in relation to anthropologic discourse
8. Address ethnocentrism as a barrier to understanding other cultures.

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Muckle, R., L. Tubelle de Gonzalez, and S. Camp (2022) through the Lens of Anthropology, third edition. University of Toronto Press: Toronto.

There is also weekly content on D2L to complement and customize content beyond the textbook.

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
1. Sept. 4-10	Introduction to the course. What are we getting ourselves into? And what is anthropology?	Textbook chapter 1 p.1-28
2. Sept. 11-17	Thinking about culture and how anthropologists study it <b>Option 1 for article summaries due by Sept. 17</b>	Textbook chapter 8 p.186-211 (excluding p. 192-199)
3. Sept. 18-24	T: Museums and culture, past present and future TH: introduction to archaeology <b>Option 2 for article summaries due by Sept. 24</b>	Textbook p. 86-87 (dating techniques); p. 108-113;p.137-144
4. Sept. 25-Oct. 1	Archaeology, continued	Textbook p.177-183
5. Oct. 2-8	T: review and set up for evaluation TH: <b>EXAM 1</b>	No readings
6. Oct. 9-15	Kinship	p.270-285 <b>1 additional reading TBA (this will be linked off D2L)</b>
7. Oct. 16-22	Kinship, Social Complexity and Political Organization	p.144-157; p.302-314
8. Oct. 23-29	Subsistence and economics	p.240-266
9. Oct. 30-Nov. 5	T: Subsistence and economics, continued... TH: <b>pit cook at Interurban 9am-2pm</b>	
10. Nov. 6-12	T: Complex subsistence and food sovereignty TH: <b>EXAM 2</b>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
11. Nov. 13-19	T: Primates TH: Trends in Human Evolution  <b>Options 3 and 4 for article summaries due by Nov. 19</b>	p.32-34 (disregard content on the 2 suborders of primates); p. 45-55 (excluding the textbox on sasquatch)
12. Nov. 20-26	T: human evolution, continued... TH: biological diversity and the concept of race	p.58-60;p.80-86 (excluding osteology on p. 84-85)p.87-104; p.113-129;p.192-199 (race and ethnicity)
13. Nov.27-Dec.3	T: gender in cross cultural perspective TH: linguistic anthropology <b>Short essay due by Nov. 28</b>	p.286-299 p.214-237 (linguistic anth)
14 Dec. 4-10	T: linguistic anthropology, continued... TH: Anthropology and sustainability	p.350-374
The final exam will be written during the college's final exam period. The date will be set by mid-October, please do not make travel or work plans until after this date has been announced.		

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p><b>Weekly quizzes:</b> Approximately every week there is a short, open book, multiple choice quiz on D2L related to the content covered in class and material on D2L and the textbook. This is meant to help keep students up on their readings (!!). Each quiz is open for 7 days to give students time to complete it. Quizzes always close on a Sunday following the consideration of the content in class, at 11:59pm. I suggest using the quiz as review at the end of the week after learning material in class and working through all of the complementary materials.</p>	12%
<p><b>Exams:</b> There are 3 exams in this class. All of these are in class evaluations and will be written on computers. These exams consist of open ended questions, and are not cumulative. EXAM 1: Thursday Oct. 5 worth 15% EXAM 2: Thursday Nov. 9 worth 20% EXAM 3: during the college exam period worth 20%</p>	55%
<p><b>In class labs:</b> There will be 4 applied exercises throughout the semester that students complete in class and submit as participation marks. Each is worth 2%. Students must attend class and participate in the exercise to get these marks. In circumstances where a student has an allowable absence the missed marks will be redistributed onto the exam marks.</p>	8%

DESCRIPTION	WEIGHTING
<p><b>Short essay</b>  <b>This assignment is due by November 28 at 11:59pm via D2L</b></p> <p>Students will choose to write a reflection essay on ONE of the following topics:</p> <ol style="list-style-type: none"> <li><b>1. Coming together over food; pit cooks, traditional foods and belonging</b>  Using participant observation at the Nov. 2 pit cook and applied learning throughout the first half of the semester, students will write an essay about how traditional knowledge (both in terms of cooking technology and foods) contributes to building a connection to place and cultural resurgence.</li> <li><b>2. Paddling together: Canoes as cultural identity and resurgence</b>  If students cannot make the pit cook at the Interurban campus on Nov. 2, they can write their essay by considering content from the Sacred Journey exhibit (which is free and open until Oct. 29) at the RBCM and the Hokulea (materials linked off D2L).</li> </ol> <p>This reflective essay can include personal observations, but cannot be simply a review of either the pit cook or the Sacred Journey exhibit (this is not an essay about how much fun you had, or that you found it interesting). Students will draw upon these experiences to bring concrete examples into the evaluation of these ideas. The essay should be 4-5 pages long (double spaced) and will include citations where necessary (ie. where does this information come from? Cite specific knowledge holders and resources using the APA style).</p>	15%
<p><b>Article summaries:</b></p> <p>There will be 4 opportunities (1 related to each sub-discipline in anthropology) to choose an article and write a concise summary and analysis (ie. how it relates to the course). Each student will do 2 articles throughout the semester, each worth 5%. Please include a full citation at the start of the assignment (almost like a title) and provide 1.5-2 pages (double spaced) of summary and analysis.</p> <p><b>Cultural anthropology: due by Sept. 17 at 11:59pm via D2L</b>  An anthropology Professor in an Amazon Warehouse by Orin Starn  Do Mountains have Souls? by Justine Quijada</p> <p><b>Archaeology: due by Sept. 24 at 11:59pm via D2L</b>  The Dogs that Grew Wool and the People Who Love them by Virginia Morell  How Archaeologists Uncover History with Trees by Stephen Nash</p> <p><b>Biological anthropology: due by Nov. 19 at 11:59pm via D2L</b>  Five Strange Things about the Evolution of childhood by Breanna Hassett  Is Love a Biological Reality? by Nicola Jones</p> <p><b>Linguistic anthropology: due by Nov. 19 at 11:59pm via D2L</b>  AI Can't fully capture Oral Languages by Joseph Wilson  How do you count Without Numbers by Caleb Everett</p>	10%
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

### **Assignments:**

All assignments and quizzes in this course have deadlines. Anything not submitted by this deadline will have 5% deducted per day, including weekends. Yes, brutal! Once quizzes close you do not have a chance to access them. This is your incentive to hone your time management skills, maybe the most important skill you will learn in post-secondary! So get out that calendar and put all of your various due dates in it so that you don't miss anything. Just a reminder that everything is to be submitted via D2L, and deadlines are by 11:59pm.

### **Academic integrity and AI:**

Please make sure you are familiar with Camosun's academic honesty policy, which is posted on D2L. ANYTHING you use from another resource must be properly cited. The Internet has made it very easy for students to cut and paste content from websites, so be very careful that all the work you submit is your own. Please know that I am VERY aware of the powers of AI to do your work for you. These assignments are all designed to encourage YOU to do the work, and the learning, the use of AI here is considered academic dishonesty. Ultimately this cheating only cheats you from learning the skills that you are in post secondary courses to acquire and hone. Students who complete assignments with outside help either from the Internet or working with other students will get zero on the assignment. I am required to report all instances of academic dishonesty to the dean of the school, without exception. This notation in your student file will follow you for much longer than you would like, it's honestly not worth it! Put the time in to doing the work yourself, and coming to get additional guidance from me so that you can be successful!

Here are some things you can expect from me:

- Unless there is some exceptional circumstance, I will be present and on time for every class. I have missed about 10 classes in 21 years of teaching, and can't think of a time I was late.
- I will be prepared and organized for class.
- I will approach all students and conversations with compassion and respect.
- I will respond to emails within 2 days. Please do not expect a reply on the weekend as I am trying to have a healthier work-life balance.
- I will get assignments marked, with helpful, constructive feedback, within 2 weeks. I aim for 10 days, but sometimes this is not possible.

Here are some things I expect from students:

- Please come to class ready to get the most out of our time together. This means coming on time, with a sense of what we will be covering (I recommend doing the readings ahead of the week's content so that you can ask questions).
- Please stay engaged in class by leaving phones in bags.
- Please be respectful when you are interacting with your peers, and me, in class. This extends to emails that you send to me.
- I expect you to find at least one thing in this class interesting!

## SCHOOL OR DEPARTMENTAL INFORMATION

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**Grading:** Camosun's grading policy is outlined here: <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> . Below is how the University of Victoria defines each grade, which I think is a useful way of calibrating expectations and understanding what each letter grade means.

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>

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Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <https://calendar.camosun.ca/mime/media/11/1046/e-1.1+-+Academic+Progress.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that



course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.