



**STOP: do not use - save as a different document**  
**COURSE OUTLINE**

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The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

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### 1. Instructor Information

- (a) Instructor Karoline Herbison, M.A.
- (b) Office hours Mo 12 – 1 pm, Wed 2 – 3 pm, Thurs, 3 - 4 pm
- (c) Location Paul 334
- (d) Phone 3371
- (e) E-mail HerbisonK@Camosun.bc.ca

### 2. Intended Learning Outcomes

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

This course introduces students to the discipline of anthropology and its four subfields: physical anthropology, archaeology, cultural anthropology, and linguistic anthropology. Students will gain an understanding of:

- human evolution and the role of natural selection
- methods and implications of archaeological research for our understanding of past and present human societies
- the nature of culture and the ways in which it shapes our behaviour and thinking
- cross-cultural differences and similarities in people's subsistence strategies, religious beliefs, family structure and social organization
- human language and its relationship to culture
- the application of anthropological approaches and findings to current issues

Course material will be presented largely in a lecture format, including PowerPoint Presentations, films, and other materials. Students will be asked to take part in group and class discussions.

### 3. Required Materials

(a) Texts

Park, Michael Alan. 2003. *Introducing Anthropology: An Integrated Approach*, 2nd Edition. Boston: McGraw Hill.

(b) Other

Six articles are on reserve in the library:

Article 1

Diamond, Jared

1991 The Saltshaker's Curse. *Natural History*.

Article 2 (Option for Assignment 2)

Small, Meredith F.

2003 How Many Fathers are Best for a Child? *Discover*.

Article 3 (Option for Assignment 2)

Lee, Richard B.

1969 Eating Christmas in the Kalahari. *Natural History*.

Article 4 (Option for Assignment 2)

Goodman, Alan H. and George J. Armelagos

1985 Disease and Death at Dr. Dickson's Mounds. *Natural History*.

Article 5 (Option for Assignment 3)

Dettwyler, Katherine A.

1988 More than Nutrition: Breastfeeding in Urban Mali. *Medical Anthropology Quarterly*.

Article 6 (Option for Assignment 3)

Nietschmann, Bernhard

1974 When the Turtle Collapses, the World Ends. *Natural History*.

#### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
May 9	Introduction Defining Anthropology	Chapter 1
May 11	Methods Evolution	Chapter 2 Chapter 3
May 16	Humans as Primates Human Evolution & Anatomy	Chapter 4 Chapter 5
May 18	Human Evolution & Anatomy continued Culture & Survival	Article 1 Chapter 7
May 25	(May 23: Victoria Day – NO CLASS) Reproduction <b>Assignment 1 due</b>	Chapter 6 (skip p. 111-112)
May 30	Family & Social Organization <b>Article Debate/Assignment 2 due</b>	Chapter 9, Article 2
June 1	<b>MIDTERM EXAM</b> Fieldwork	
June 6	Food & Subsistence <b>Article Debate/Assignment 2 due</b>	Chapter 8, Article 3
June 8	Archaeology <b>Article Debate/Assignment 2 due</b>	Chapter 10, Article 4
June 13	Language Religion & Social Order	Chapter 11 Chapter 12
June 15	Religion & Social Order continued Evolution of Human Behaviour	Chapter 12 Chapter 13 (skip p.299-313)
June 20	Human Variation Culture Change <b>Assignment 3 due</b>	Chapter 14 Chapter 15
June 22	Culture Change continued	Articles 5 & 6 Chapter 16
TBA (June 27-29)	<b>FINAL EXAM</b>	

## 5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

### (a) Assignments

**Assignment 1 (5 %):** This assignment is a brief take-home question about natural selection, a topic that will be discussed in the first two weeks of the course. In about 250 words (1 page, Font 12, double-spaced), answer the following question:

*Alexander Fleming discovered the antibiotic penicillin in the 1920s. Previously a small wound could lead to death, but penicillin successfully prevented and cured infections by killing bacteria. However, 80 years later penicillin has lost a lot of its effectiveness since most bacteria are now resistant to it. Explain this development with the help of Darwin's theory of natural selection.*

Natural selection is often misunderstood and discussed in vague terms. For this assignment, I am looking for an exact description of the way in which natural selection operates in the case of bacterial resistance. You can use the textbook for help, but it is very important that you write the answer in your own words! The assignment is due in class May 25.

**Assignment 2 (10 %):** During the second week of classes students will choose either article 2, 3 or 4 as a debate article. (Look at the articles early so you can choose one that interests you.)

This assignment consists of three parts. First, write a concise summary of the article, reflecting the author's main points (1 page, Font 12, 200-250 words). You can do this in point form as long as you make the topic clear and show how the points interrelate.

Second, write four debate questions based on the article topic. These questions should demonstrate that you understand the topic and have thought about its relevance and possible implications. A good debate question is an open-ended question that invites discussion. Be careful to avoid questions that can be answered with a simple "yes" or "no", and questions that ask what the author(s) wrote (content question) or questions that simply ask others if they agree or disagree with what the author(s) have written. Also, make sure that you are not simply asking a question that the authors of the article raise but rather create your own debate questions.

We will have three formal debate units, and each student will be responsible for leading one group discussion based on the four questions prepared. Attendance will be taken during these debates. Due dates vary depending on your choice of article; they are listed in the syllabus. The assignment has to be handed in at the beginning of class, so **bring an extra copy of your debate questions** to use in the group discussion.

The 10 % for this assignment are broken down as follows: 3 % for the summary, 4 % for the discussion questions, and 3 % for attending class and leading the group discussion.

**Assignment 3 (15 %):** This assignment consists of a summary and discussion of article 5 or 6. The assignment should be four pages long (1000 words, Font 12, double-spaced).

First, summarize the article's main points (~ 1 page).

Second, address how the article topic relates to concepts and issues covered in the textbook and in class. This section should include *at least* three direct or paraphrased quotes from the Park text which are relevant to the article. Relevant material can be found in a number of different chapters in Park, and you should draw on at least two separate chapters. Think about what anthropological concepts the article illustrates and how knowledge from the class helps you understand the article topic. (~ 2 pages).

Last, comment on what you found most interesting in the article and why. Also, did the article raise any new questions that could be explored in further research? What are those questions? (~ 1 page.)

**Please note:** It is very important that you reference your sources in this assignment, otherwise this is considered plagiarism! Please refer to the attached **citation guide** for information on referencing. If you have any questions, don't hesitate to ask me.

(b) Exams

**Midterm Exam (35 %):** This exam is based on all materials covered up to that day, including lecture topics, films, and readings (Chapters 1-7, and 9, Articles 1-2).

**Final Exam (35 %):** The final is based on all materials covered after Exam 2, including lecture topics, films, and readings (Chapters 8, 10-16, Articles 3-6). It will also include a few general concepts covered earlier in the course. You will receive a study guide for both the midterm and the final exam.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Insert appropriate approved grading system – see last page of this template.)*

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)