



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**ANTH 104-06
Introduction to Anthropology
2006F**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

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|-----|---------------|--|--|--|
| (a) | Instructor: | Tara Tudor | | |
| (b) | Office Hours: | Tuesday 10:30-11:30, Thursday 3:30-4:30, or by appointment | | |
| (c) | Location: | Young 207 | | |
| (d) | Phone: | 370-3368 | | |
| (e) | Email: | tudor@camosun.bc.ca | | |

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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

1. Discuss the trends in human evolution and the role of natural selection in the evolution of our species.
2. Outline the relationship among culture, biology and environment in examining human health and disease.
3. Explain the importance of archaeological investigation to modern society.
4. Recognize and explain to others that our culture constructs our realities so that social inequality, for example, is a human invention.
5. Identify key features of language.
6. Use the World Wide Web to investigate anthropological issues.
7. Debate issues of human biology, society and history using anthropological evidence.
8. Critically evaluate evidence used to explain the human past and present.
9. Address ethnocentrism as a barrier to understanding other cultures.
10. Acquire a tolerance of and respect for cultural and biological diversity.

3. Required Materials

(a) Text

Park, Allan M.

2006 Introducing Anthropology: An Integrated Approach. New York: McGraw Hill

(b) Reserves in Order of Reading

Diamond, Jared

1991 The Saltshaker's Curse. Natural History. Vol.100 (10).

Boesch, Christophe

1991 Dim Forest, Bright Chimps. Natural History. Vol. 100 (9),Pp.50-56.

Wong, Kate

2000 Who Were the Neandertals? Scientific American. Vol. 282 (4).

Diamond, Jared

2003 The Last Americans. Harpers.

Small, Meredith

2003 How Many Fathers are Best for a Child? Discover. Vol 24 (4). Pp 54-61.

Nanda, Serena

2006 Arranging a Marriage in India. Annual Editions 06/07: Anthropology. Pp. 104-108.
Dubuque, Iowa: McGraw-Hill.

Marks, Jonathan

2002 Black, White, Other. Annual Editions 02/03: Physical Anthropology. Pp. 188-190.
Dubuque, Iowa: McGraw-Hill

Tannen, Deborah

2005 I Can't Even Open My Mouth. Annual Editions 05/06: Anthropology. Pp. 38-46.
Dubuque, Iowa: McGraw-Hill.

Lutz, William

Language, Appearance, and Reality: Doublespeak in 1984.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

| WEEK | TUESDAY | THURSDAY | READINGS |
|--------------------|---|---|------------------------|
| Week 1: Sept 4-8 | Course Overview | Introduction to Anthropology | Ch. 1 & 2 |
| Week 2: Sept 11-15 | Evolution & Natural Selection Discuss Article # 1 | Humans as Primates | Ch. 3, Article # 1 |
| Week 3: Sept 18-22 | Non-Human Primates | Video: The new Chimpanzee Discuss Article # 2 | Ch. 4, Article # 2 |
| Week 4: Sept 25-29 | Hominid Evolution | Hominid Evolution cont... Discuss Article # 3 | Ch. 5, Article # 3 |
| Week 5: Oct 2-6 | EXAM 1 | Concept of Culture; Modes of Subsistence | Ch. 7 |
| Week 6: Oct 9-13 | Modes of Subs cont... Discuss Article # 4 | Presentations (Biological) | Ch. 8, Article # 4 |
| Week 7: Oct 16-20 | Kinship | Marriage | Ch. 9, Article # 5 & 6 |

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|------------------------|---|---|---------------------------|
| | Discuss Article # 5 | Discuss Article # 6 | |
| Week 8: Oct 23-27 | Religion | Presentations (Cultural) | Ch. 12 |
| Week 9: Oct 30 - Nov 3 | Introduction to Archaeology | Video: Other People's Garbage | Ch. 10 |
| Week 10: Nov 6-10 | EXAM 2 | Anasazi of Chaco Canyon | |
| Week 11: Nov 13-17 | Human Variation Discuss Article # 7 | Presentations (Archaeology) | Ch. 12, Article # 7 |
| Week 12: Nov 20-24 | Communication Discuss Article # 8 | Communication Discuss Article # 9 | Ch. 11, Article # 8 & # 9 |
| Week 13: Nov 27-30 | Presentations (Language) | Art & Visual Language | |
| Week 14: Dec 4-8 | Culture Change: | EXAM 3 | Ch. 15 |

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

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| | | <p>(a) Assignments (30%)</p> <p>Presentation (15%) Working in groups of three, students will deliver a presentation on a topic in anthropology. Presentations are to be no more than 15-20 minutes in length. There are 4 days set aside for presentations - one for each of the sub-fields. There will be one grade for each group, so it is important you work together. If you experience any difficulties in your group it is important that you speak to me immediately. Please see handout for more detail on how you will be graded and for a list of suggested topics.</p> <p>Discussion Paper (5%) Each student will write a discussion of one of the reserve articles (other than the one on which he/she is a discussant – see below). Each discussion must be 250-550 words (1-2 printed pages, double-spaced). The paper is due at the beginning of class on the date the article is being discussed. There will be no extensions or exceptions without a written medical certificate.</p> <p>Each discussion paper must be written in your own words and include the following:</p> <ul style="list-style-type: none"> • A short summary of the purpose of the article, the problem addressed, major findings and the author's conclusions; • A critical discussion of what you found most interesting in the article, what was learned, what questions or problems were sparked by the article; <p>Specific examples or quotations from the article to illustrate your comments; follow the APA format for citing references.</p> |
| (a) | Assignments | |

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|-----|---|---|
| (b) | Exams | Exams (70%) Exam 1: 20% - Oct 3rd Exam 2: 20% - Nov 7th Exam 3: 30% - Dec 7th |
| (c) | Other (eg, Attendance, Project, Group Work) | Participation (10%) Your participation mark will come from your involvement in class discussions (5%) and your role as discussion leader (5%). In order to fully contribute to these discussions it is imperative that each student complete the course readings and come prepared to contribute. Each student will play the role of discussion leader for one class discussion in the term. A sign-up sheet for discussion leaders will be distributed in the first week of class. As discussion leader you will be expected to summarize the main points of the reading, outline how it relates to class material, comment on what you found interesting, confusing, or troubling, and pose two questions for class discussion. A written copy of these three components must be handed into the instructor at the beginning of the class. Students will not be permitted to become the discussion leader on another day if they miss the date they have sign-up for. |

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|--------------------------------------|-------------------------|
| 95-100 | A+ | | 9 |
| 90-94 | A | | 8 |
| 85-89 | A- | | 7 |
| 80-84 | B+ | | 6 |
| 75-79 | B | | 5 |
| 70-74 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|---|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course. |

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| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |
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Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student 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, at Student Services and on the College web site in the Policy Section.