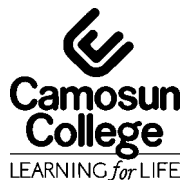


COURSE DESCRIPTION

Grading Systems



CAMOSUN COLLEGE
School Of Arts & Science
Social Science Department

ANTH 220-001

Social and Cultural Anthropology
Winter 2010

COURSE OUTLINE

1. Instructor Information

- (a) Instructor: Tara Tudor, M.A. Anthropology
- (b) Office hours:
- (c) Office Location: Young 207
- (d) Phone: 370-3368
- (e) E-mail: tudor@camosun.bc.ca

2. Intended Learning Outcomes

Knowledge Outcomes:

1. Define the concept of culture and explain its significance as the human mechanism for adapting to and transforming the world;
2. Describe the dominant theories in anthropology & explain how they have changed;
3. Explain the main approaches in medical anthropology & its significance as an applied field of study;
4. Describe cultural variations in religion, kinship, birth and death, political and economic organization from an anthropological perspective;
5. Assess the impact of globalization on human cultures;
6. Explain the role of migration in shaping our global culture and how migration affects the different categories of migrants.

Skills Outcomes:

1. Using a variety of anthropological sources, research and write papers in anthropological style;
2. Identify ethnocentrism and the influence of culture in everyday experiences.

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3. Required Materials

(a) Textbooks

Lavenda, Robert and Emily Shultz
2010 Core Concepts in Cultural Anthropology. Toronto: McGraw-Hill.

(b) Additional Articles on Reserve in Library or Online

Anderson-Levitt, Kathryn
2005 The Schoolyard Gate: Schooling and Childhood in Global Perspective. *Journal of Social History*. Summer, pp. 987-1006. (E-Reserve)

Hill, Jane
1999 Language, Race and White Public Space. *American Anthropologist*. 100(3): 680-689. (E-Reserve)

Ignace, Ron, George Speck, and Renee Taylor
1993 Some Native Perspectives on Anthropology and Public Policy. *In Anthropology, Public Policy and Native Peoples in Canada*. Noel Dyck and James Waldram eds. Pp. 166-191. Montreal: McGill-Queens University Press.

Lancy, David
2007 Accounting for Variability in Mother-Child Play. *American Anthropologist*, 109 (2), pp. 273-284. (E-Reserve)

Maxwell, David
1998 'Delivered From the Spirit of Poverty?': Pentecostalism, Prosperity and Modernity in Zimbabwe. *Journal of Religion in Africa* 28(3), pp.350-373. (E-Reserve)

Silverman, Eric Kline
2004 Cannibalizing, Commodifying, or Creating Culture? Power and Art in Sepik River Tourism. *In Globalization and Culture Change in the Pacific Islands*. Victoria Lockwood ed. Pp. 339-57. Toronto: Pearson Education.

4. Basis of Student Assessment (Weighting)

(a) Assignments (50%)

1. Seminar Discussion Leader & Participation (15%)

Your participation mark will come from your involvement in the seminars throughout the semester (10%) and your role as a 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 seminar class 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 lead the class by summarizing the main points of the reading(s), comment on what you found interesting, confusing, or troubling, and pose two questions for class discussion. Students will not be permitted to become the discussion leader on another day if they miss the date they have sign-up for.

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A typed copy of a discussion paper (no more than 3 pages) must also be handed into the instructor at the beginning of the class. The discussion paper must be written in your own words and include the following:

- 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;
- A discussion of how it relates to class material;
- Specific examples or quotations from the article to illustrate your comments;
- APA format for citing references.

2. Term Research Project

(b) Exams (50%)

Exams must be written during the scheduled times unless a physician's medical certificate is presented to the instructor. **There will be no exceptions without a medical certificate.** Students will not be permitted to write an additional make-up exam in order to improve a grade. The final exam will be written during the scheduled exam period after the last week of classes in April. **Do not make holiday travel plans until the exam timetable is posted.**

Dates for the exams are as follows:

Mid-Term (25%): February 25
Final Exam (25%): Scheduled during the final exam period

5. Grading System

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%	

6. Instructional Policies

1. Late Penalty

All assignments must be completed and submitted on the date assigned. All late written work will be penalized **1 mark** per day late unless an extension is legitimately warranted and approved by the instructor well in advance of the assignment due date.

2. Written Assignments

All assignments must be handed into me at the beginning of class. Assignments put under the door of my office, emailed or mailed will not be accepted. If submitting an assignment as required is not possible due to illness please contact me immediately to make alternative arrangements. All assignments must be typewritten, double-spaced, pages numbered and properly referenced using APA referencing format.

3. Mark/Grade Challenges and Appeals

A student wishing to question a mark assigned by the instructor on any course evaluation

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component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

4. Student Responsibility

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.

7. Course Schedule

Please note that this is a projected agenda for the term. Changes may be made according to the learning needs of the class. Changes will not be made to exam dates.

	TUESDAY	THURSDAY	READINGS
Week 1: Jan 4-8	Course Overview & Key Concepts –culture and worldview – indigenous ways of knowing	Seminar 1 – bring images of XXX culture to discuss layers of culture	Ch. 1 & 2
Week 2: Jan 11-15	Research Methods/ Video: Cannibal Tours	Seminar 2	Reserve (Silverman) and (Ignace and Speck)
Week 3: Jan 18-22	Economic Anthropology	Seminar 3	Ch.8 , Bourgois (preface, p.1-114)
Week 4: Jan 25-29	Social Organization/ Video: Crips and Bloods	Seminar 4	Ch.6 , Bourgois (p115-258)
Week 5: Feb 1-5	Kinship - families, mothering, father.	Seminar 5	Ch.9, Bourgois (p.259-351)
Week 6: Feb 8-12	Language & Communication/ Video: American Tongues	Seminar 6	Ch.3 , Reserve (Hill)
Week 7: Feb 15-19	Review	READING BREAK	
Week 8: Feb 22-26	Theories	MIDTERM EXAM	Ch. 12, Farmer (preface, p. 1-58)
Week 9: Mar 1-5	Medical Anthropology	Seminar 6	Farmer (p. 59-150)
Week 10: Mar 8-12	Political Anthropology – residential school system??	Seminar 7	Ch.7, Farmer (p. 150-264)
Week 11: Mar 15-19	Religion/ Video: Jesus Camp	Seminar 8	Ch 5, p.68-82.; Reserve (Maxwell)
Week 12: Mar 22- 26	Personality, Identity & Human Development/ Video: Consuming Kids: The Commercialization of Childhood/ Video: It Had to be Done	Seminar 9 – children's magazine exercise	Ch. 4, Reserve (Lancy) Or Ch. from Stolen From Our Embrace

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Week 13: Mar 29- Apr 2	Globalization and Development	Video: School on the Move	Ch.11, Reserve (Anderson- Levitt)
Week 14: Apr 5-9	Presentations	Wrap-up and review	No readings

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

It is recommended that for written assignments students use the writing centre and consult the *Social Science Research Manual* (available for purchase in the Camosun College bookstore and on reserve in the library).

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. 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/2-8