

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>ANTH 104-003</b>  <b>Introduction to Anthropology</b>  <b>Fall 2010</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructors:	Nicole Kilburn and Brenda Clark		
(b)	Office Hours:	Clark: Wed. 2:30-3:30; Thurs. 3:00-4:30 or by appointment; Kilburn: TBA		
(c)	Location:	Clark: Young 212A; Kilburn: Y207		
(d)	Phone:	Clark: 370-3375	Kilburn: 370-3368	
(e)	Email:	<a href="mailto:clark@camosun.bc.ca">clark@camosun.bc.ca</a> ; <a href="mailto:kilburn@camosun.bc.ca">kilburn@camosun.bc.ca</a>		
(f)	Website:	<a href="http://www.clark.disted.camosun.bc.ca/">http://www.clark.disted.camosun.bc.ca/</a> ; <a href="http://www.disted.kilburn.camosun.bc.ca/">http://www.disted.kilburn.camosun.bc.ca/</a>		

### 2. Intended Learning Outcomes

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

1. Describe the four fields of anthropology in relation to what they have to offer our understanding of contemporary human issues.
2. Outline holism, cultural relativism as well as the comparative, evolutionary, and bio-cultural approaches – as they relate to our understanding of the anthropological perspective.
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.

### The Learning Environment

*Your enrolment in this class signifies a commitment to coming to class on time and being prepared by completing your assigned readings. Please show your commitment to learning and your respect for others in the classroom by turning off cell phones, ipods or other personal devices during classes. Use your laptop for note-taking only. Together, let's encourage creativity and a commitment to learning within each other over the following weeks. Thank you.*

### 3. Required Materials

- (a) Text: Haviland, Prins, Walrath, McBride (2010) *The Essence of Anthropology* 2<sup>nd</sup> edition. Wadsworth, Cengage Learning.
- (b) **Links for Discussion Groups**

**Group Discussion #1 Wednesday Sept 15 on the ethics of the following:**

Read: Kennewick Man <http://news.bbc.co.uk/2/hi/science/nature/4651831.stm>

Watch: The Search for Brazil's Unknown Amazon Tribe

<http://www.youtube.com/watch?v=HuNNDXNMta8&feature=channel>

**Group Discussion #2 Friday Oct 15 on the transition from food foraging to farming**

Read: Diamond, Jared. 1987. The Worst Mistake in the History of the Human Race. *Discover Magazine*. 64-66.

<http://www.ditext.com/diamond/mistake.html>

**Group Discussion #3 Friday Oct 22 on variations and functions of marriage**

Read: Chapter 12 Original Study – Arranging Marriages in India

Watch: these two short videos

<http://www.youtube.com/watch?v=d4yjrDSvze0>

[http://video.nationalgeographic.com/video/player/places/countries-places/togo/togo\\_multiplemarriage.html](http://video.nationalgeographic.com/video/player/places/countries-places/togo/togo_multiplemarriage.html)

**Group Discussion #4 Wednesday Nov 3 on the cultural construction of gender**

Read: Hurt, Byron (2007). Hip Hop: Beyond Beats and Rhythms. The Issues, masculinity. PBS.

<http://www.pbs.org/independentlens/hiphop/masculinity.htm>

**Group Discussion #5 Friday Nov 19 on body art as visual language**

Read: Schildkrout, Enid. 2001. Body Art As Visual Language. *Museum of Natural History Publication for Educators*. Winter 2001

<http://www.wcc.hawaii.edu/facstaff/dagrossa-p/articles/BodyArtAsVisualLang.pdf>

**Group Discussion #6 Friday Nov 26 on institutionalized racism**

Read: Adelman, Larry (2003) Racial Preferences for Whites: The Houses that Racism Built. San Francisco Chronicle, Sunday June 29.

[http://www.pbs.org/race/000\\_About/002\\_04-background-03-11.htm](http://www.pbs.org/race/000_About/002_04-background-03-11.htm)

### 4. Basis of Student Assessment

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**(a) Assignments (40%)**

A more detailed explanation of the assignments will be handed out in class and posted on my website.

**(i) Group Discussions and Article/Video Summaries (15%)**

Group discussions are opportunities for students to engage with course topics and issues and effectively participate in the classroom setting. The group discussions are based on web articles and videos (see “Links” section above). **Everyone** in the class is expected to prepare for each group discussion by reading the assigned material. Five marks are based on your presence in class to participate in the discussions; attendance will be taken. 10 marks are based on a journal comprising the summaries you prepare on each of the readings and/or videos assigned for the discussions. This journal will be handed in **on 3 random occasions** during the term determined

by the instructor so bring your journal to each discussion class. You may miss one group discussion and one summary without penalty. There will be a handout on writing summaries.

**(ii) Group Poster Project and Presentation (15%)**

Working in groups of three or four, students will examine some topics relevant to our course. Time will be given in class to choose a topic from a provided list. A detailed outline of the expectations of the project will be handed out. There will be some in-class time provided for groups to check in with each other and the instructor as the term progresses.

**Due date: all posters are due December 8<sup>th</sup>.** Presentations will be held during the two last classes of the term.

**(iii) 100 Mile Diet Challenge (10%).**

This assignment is a tangible way for students to consider their own participation in a globalized world, specifically in terms of food. We rarely think about where our food comes from, apart from a grocery store, but our complex form of subsistence is part of many larger issues like global economics, food security, and even climate change. Students will prepare and eat one meal that consists of food items that originate from within a 100 mile radius of their home and write a summary and commentary of the meal and overall experience with respect to concepts of globalization, economics, subsistence, and food security. The assignment is **due in class November 17**, and because it will be part of a general class discussion during this week of lectures, **no late assignments will be accepted.**

**Late assignments will not be accepted.**

**(b) Exams (60%):** There are 3 exams and **each are worth 20%** of your final grade. See the course schedule for the dates of Exam 1 and Exam 2. Exam 3 will be written during the College's exam period. It is your responsibility to be present for **all** exams. Do not schedule holidays before confirming your final examination date.

All exams must be attempted and an overall passing grade achieved in order to pass this course. Exams must be written at the scheduled times unless prior notice has been given to the instructor and approval received to write at a different time. If a student misses an exam due to illness, s/he must present a medical note to write a makeup exam. There will be no exceptions. Additional exams/assignments are not available to students in order to upgrade poor marks.

## 5. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		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

### 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 E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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.

## 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](http://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.

6. Course Content and Schedule: Wednesday and Friday 8:30-9:50

Week	Topic	Readings
Sept 6-10	<b>W:</b> registration and course outline; Introduction to the Course (Clark and Kilburn)	Ch. 1
	<b>F :</b> The Anthropological Perspective (Kilburn)	Ch 1
Sept 13-17	<b>W :</b> Doing Fieldwork (Kilburn) <b>Group Discussion on ethics in anthropology</b>	Ch 1 p 15-18 and p 21 to end of chapter and on-line videos
	<b>F:</b> Doing Fieldwork (Kilburn)	
Sept 20-24	<b>W:</b> Culture and culture change (Kilburn) Film: <i>Advertising Missionaries</i>	Ch 8
	<b>F:</b> Primatology (Clark)	Ch 3
Sept 27- Oct 1	<b>W:</b> Primate Social Behaviour (Clark)	Ch 3 and Original Study p 164 “ <i>Language and the Intellectual Ability of Orangutans</i> ”
	<b>F:</b> Studying Human Evolution (Clark)	Ch 2
Oct 4-8	<b>W:</b> Trends in Human Biological Evolution (Clark)	Ch 4 to page 88
	<b>F:</b> <b>Exam 1</b> (Clark)	
Oct 11-15	<b>W:</b> Archaeology: The Upper Palaeolithic (Kilburn)	Ch 4 pp 88-93
	<b>F:</b> Archaeology: The Neolithic Transition (Kilburn) <b>Group Discussion on the transition from food foraging to farming.</b>	Ch 5 and “The Worst Mistake in the History of the Human Race”
Oct 18-22	<b>W:</b> Archaeology, continued (Kilburn)	
	<b>F:</b> Marriage and Family (Kilburn) <b>Group discussion on marriage</b>	Ch 12 and on-line videos
Oct 25-29	<b>W:</b> Kinship and Other Methods of Grouping (Clark)	Ch 13
	<b>F:</b> Social Identity (Clark)	Ch 10 (omit section “Personality”)
Nov 1-5	<b>W:</b> Gender (Clark) Film: <i>Hip-Hop: Beyond Beats and Rhymes</i> <b>Group discussion on the cultural construction of gender</b>	Ch 10 and “Hip-Hop Beyond Beats and Rhymes”
	<b>F:</b> <b>Exam 2</b> (Clark)	
Nov 8-12	<b>W:</b> Patterns of Production, Distribution and Consumption Part I (Kilburn)	Ch 11
	<b>F:</b> Patterns of Production, Distribution and Consumption Part II (Kilburn)	Ch 11
Nov 15-19	<b>W:</b> Globalization, Complex Subsistence and Sustainability: The View From Your Fork (Kilburn) <b>100 Mile Diet Challenge Assignment due</b>	
	<b>F:</b> Language and Communication (Kilburn) <b>Group Discussion on Body Art as Visual Language</b>	Ch 9 to page 171 and “Body Art as Visual Language”

Nov 22-26	<b>W:</b> Sociolinguistics (Kilburn)	Ch 9 pp 171 to end
	<b>F:</b> Human Biological Diversity: Race and Racism (Clark) Film excerpt: <i>The House We Live In</i> <b>Group Discussion on Institutionalized Racism</b>	Ch 7 to p 140 and “The Houses That Racism Built”
Nov 29- Dec 3	<b>W:</b> Human Biological Diversity: Adaptation (Clark)	Ch 7 pp 140 to end
	<b>F:</b> Applied Anthropology: Forensic Anthropology (Clark)	
Dec 6-10	<b>W: Poster presentations</b> <b>F: Poster presentations</b>	