



## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Mon 12:30-1:20, Wednesday 9:30-10:20		
(c)	Location:	Young 207		
(d)	Phone:	250-370-3368	Alternative Phone:	
(e)	Email:	tudor@camosun.bc.ca		
(f)	Website:			

### 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.

### **3. Required Materials**

#### **(a) Textbooks**

Bourgois, Philippe

2002 *In Search of Respect: Selling Crack in El Barrio*. New York: Cambridge University Press.

Miller, Barbara

2010 *Cultural Anthropology in a Globalizing World* (second edition). Toronto: Prentice Hall

#### **(b) Additional Articles on Reserve in Library or Online**

Bringa, Tone (2002). Genocide in Bosnia-Herzegovnia, 1992-1995. In *Annihilating Difference: The Anthropology of Genocide*. Alexander Laban Hinton ed. Berkely: University of California Press.

Farmer, Paul (1999). Rethinking "Emerging Infectious Disease". In *Infections and Inequalities: The Modern Plagues*. Pp. 37-58. Berkeley: University of California Press.

Jeffery, Patrica, & Jerffery Roger (1996). Chapters 11 and 12. In *Don't Mary Me to a Plowman*. Pp. 187-215. Boulder; Westview Press.

Mamdami, Mahmood (2002). Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism. *American Anthropologist*. 104(3), 766-775. **(E-Reserve)**

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

Mayblin, Maya (2010). Learning Courage: Child Labour as Moral Practice in Northeast Brazil. *Ethnos*, 71:1: 23-48. **(E-Reserve)**

Pigg, Stacy Leigh (1997). Authority in Translation: Finding, Knowing, Naming and Training "Traditional Birth Attendants" in Nepal. In *Childbirth and Authoritative Knowledge*. Pp. 233-62. Robbie Davis-Floyd and Carolyn Sargent eds.

### **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, identify how the article relates to the course material, 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.

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. Written Assignments

### Assignment 1 (12%)

Due Date: Oct 17th

Topic: Interview Project

Please see handout for more details

### Assignment 2 (3%)

Due Date: November 16th

Topic: References Page & Introduction

Students are required to submit a preliminary introduction and references list before they submit their research paper. The purpose of this assignment is to get students working on their research papers early, to practice correct APA formatting for their references page, and to give the instructor the opportunity to provide feedback about the appropriateness of the student's research topic. This assignment is due on November 16th. The introduction should be no more than two paragraphs. The references page should follow the APA style. If you have not written a references page before visit: <http://owl.english.purdue.edu/owl/resource/560/05/> for information on how to do so.

### Assignment 3 (20%)

Due Date: December 7th

Topic: Research Paper

Please see handout for more details

### (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%): October 24th

Final Exam (25%): Scheduled during the final exam period

## 5. Course Schedule

	MONDAY	WEDNESDAY	READINGS
Week 1: Sept 5 & 7	<b>NO CLASS</b>	Course Overview	Ch. 1
Week 2: Sept 12 & 14	Introduction to Cultural Anthropology & Research Methods	Seminar 1	Ch. 2, Reserve (Mamdami)
Week 3: Sept 19 & 21	Theory In Cultural Anthropology	Seminar 2	Bourgois (preface, p.1-114)
Week 4: Sept 26 & 28	Economic Anthropology	Seminar 3	Ch.3, Bourgois (p115-258)
Week 5: Oct 3 & 5	Reproduction & Human Development	<b>Documentary: Child Slavery</b> (everyone must come at 12:30)	Ch. 4
Week 6: Oct 10 & 12	<b>NO CLASS</b>	Seminar 4	Ch. 7, Reserve (Mayblin)
Week 7: Oct 17 & 19	Social Groups & Social Stratification  <b>Interview Project Due</b>	<b>Video: Crips and Bloods</b> (everyone must come at 12:30)	Bourgois (p.259-351)
Week 8: Oct 24 & 26	<b>MIDTERM EXAM</b>	<b>No Seminar</b>	
Week 9: Oct 31 & Nov 2	Political Anthropology	<b>Documentary: We Are All Neighbours</b> (everyone must come at 12:30)	Ch. 8
Week 10: Nov 7 & 9	Social Order & Social Conflict	Seminar 5	Reserve (Bringa)
Week 11: Nov 14 & 16	Religion	Seminar 6 <b>Preliminary Intro &amp; Biblio due</b>	Ch 10, p.68-82.; Reserve (Maxwell)
Week 12: Nov 21 & 23	Kinship and Family; <b>Documentary: Dadi's Family</b>	Seminar 7	Ch. 6, Reserve (Jeffery & Jeffery)
Week 13: 28 & 30	Medical Anthropology	Seminar 8	Ch. 5, Reserve (Farmer)
Week 14: Dec 5 & 7	Globalization and Development	Seminar 9  <b>Research paper due</b>	Ch.13, Reserve (Pigg) article

## 6. Instructional Policies

### 6.1 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. Assignments will not be accepted beyond one week of their due date.

### 6.2 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.

### 6.3 Mark/Grade Challenges and Appeals

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

### 6.4 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. 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

**The University of Victoria describes their grading as follows:**

<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	<b>Exceptional, outstanding</b> and <b>excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
<b>B+</b> <b>B</b> <b>B-</b>	6 5 4	<b>Very good, good</b> and <b>solid</b> 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 area.
<b>C+</b> <b>C</b>	3 2	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

**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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)