



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Nicole Kilburn, MA
(b)	Office Hours:	Monday 10:30-12:30, Tuesday and Thursday 9:30-10 and 11:30-12:00; Wednesday 10:00-11:00; or by appointment
(c)	Location:	Young 207
(d)	Phone:	370 3368
(e)	Email:	kilburn@camosun.bc.ca
(f)	Website:	www.faculty.camosun.ca/nicolekilburn

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 offer to our understanding of contemporary human issues.
2. Outline the anthropological perspective, including holism, cultural relativism, comparativism and evolution.
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.

3. Required Materials

- (a) Text: Haviland, Prins, Walrath, McBride (2010) *The Essence of Anthropology* 2nd edition. Wadsworth, Cengage Learning.
- (b) **Materials for Group Discussions or online readings**

Group Discussion January 24 on ethics

Read: 3 short articles about the Human Terrain Systems and the AAA Statement of Breach of Ethics linked off my website

Group Discussion March 15 on variations and functions of marriage

Read: Chapter 12 Original Study – Arranging Marriages in India

Watch: two short videos about polyandry and polygyny linked off my website

Group Discussion March 8 on body art as visual language

Read: Schildkrout, Enid. 2001. Body Art As Visual Language. *Museum of Natural History Publication for Educators*. Winter 2001 (linked off my website)

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

Group Discussion March 22 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. (linked off my website)

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

4. Basis of Student Assessment

(a) Assignments (45%)

In-class writing (5%): On 5 occasions you will be asked for an informal written response to materials presented in class. These responses will be handed in at the end of the class for evaluation (worth 1% each) and count as participation marks. If you miss the class there is no opportunity to make up this mark.

Group Presentation or individual term paper (20%). Since many students in the past have complained about having to work in groups, I give you the choice of either completing a 7-10 page term paper or working in groups of four to examine a topic of interest from an anthropological perspective. This topic will be well researched with a thesis statement that directs the paper or presentation. Since just about anything related to humans can be considered anthropologically, there is no excuse for not finding something that is personally engaging!! Time will be given in the second week of class to brainstorm a list of possible topics, and students may choose their own topic provided they discuss it with me in the first few weeks of the course. Students who wish to write a paper will let me know their preference by the first week of February, when the groups are finalized. Students cannot decide to write a paper after this point in the semester, since this will disrupt groups. In the last week of the term each group will have 10- 12 minutes to present a clear, organized “mini-lecture” complete with visual aids such as Powerpoint or a poster.

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 March 29**, and because it will be part of a general class discussion during this class, **no late assignments will be accepted.**

(b) Exams (65%): There are 2 exams and **each are worth 32.5%** of your final grade. The midterm will be written on February 28. The final exam will be written during the College’s exam period. It is your responsibility to be present for **all** exams. Do not schedule holidays or out of town work 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 (this is college policy). Additional exams/assignments are not available to students in order to upgrade poor marks.

5. Standard Grading System (GPA) The University of Victoria describes their grading as follows:

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent 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.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good, good, and solid 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 areas.	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	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. A student receiving this grade demonstrated a superficial grasp of the material.	1
0-49	F	Minimum level has not been achieved.	0

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

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 for information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
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, 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 rd course attempt or at the point of course completion.)
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.

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.

6. Course Content and Schedule:

WEEK	Lecture Topics	Readings
1 Jan 9-13	Registration list and course outline; Introduction to the course	Ch. 1
2 Jan 16-20	T: What is Culture? TH: Fieldwork; What is anthropology research, and how do we know what we know?!	Ch 8 Ch 1 p 15-18 and p 21 to end of chapter
3 Jan 23-27	T: Ethics and Anthropology TH: The Anthropology of Primates, both Human and non Human	Reading on ethics linked off the website Ch 3
4 Jan 30- Feb 3	T: Primates, continued... TH: Trends in Human Biological and Cultural Evolution	Primates reading Ch 4 (for a review of the theory of evolution, consult Ch 2)
5 Feb 6-10	T: Trends in Human Biological and Cultural Evolution TH: Introduction to Archaeology	p. 117-120 (Tikal: A Case Study)
6 Feb 13-17	T: Archaeology, continued.... TH: Reading Break, no class	Reading TBA
7 Feb 20-24	T: Humans in a Globalized World; Mardi Gras TH: An Anthropological Perspective of Globalization	Reading TBA
8 Feb 27- March 2	T: Midterm TH: Gender in Anthropological Perspective	Ch 10
9 March 5- 9	T: Gender, continued... TH: Language and Communication Group Discussion on Body Art As Visual Language	Ch 9; "Schildkrout Body Art as Visual Language"
10 March 12-16	T: Sociolinguistics TH: Kinship; the ties that bind; Group discussion on marriage	Ch 12 and on-line videos; Ch 13 to page 260
11 March 19-23	T: Kinship, continued... TH: Patterns of Production, Distribution and Consumption Part: Subsistence and Economics; Group Discussion on the transition from food foraging to farming	Ch 5; Diamond " <i>The Worst Mistake in the History of the Human Race</i> "
12 March 26-30	T: Production, Distribution and Consumption, Continued.... TH: Globalization, Complex Subsistence, and Sustainability; The View From Your Fork 100 Mile Diet Challenge Assignment due	Ch 6 pp. 120-129; Ch 11
13 April 2- 6	Human Biological Diversity and the Concept of Race and Racism	Ch 7; readings linked off of the website
14 April 9- 13	T: Student presentations TH: Student presentations	No readings
FINAL EXAM WILL BE DURING THE COLLEGE EXAM PERIOD		