



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		
(b)	Office Hours:			
(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

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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 et. al.

2013 *The Essence of Anthropology*, third edition. Wadsworth Cengage Learning; Belmont.

(b) **Additional Resources:**

McAuliffe, Kathleen

2010 Who Will We Be Tomorrow?! Discover Magazine's Special Publication *Origins: Human Evolution*, pp. 80-87 (available on reserve from the library).

Rymer, Russ

2012 Vanishing Voices. *National Geographic* July 2012. (Linked off website, or available via this link: <http://ngm.nationalgeographic.com/2012/07/vanishing-languages/rymer-text>).

4. Basis of Student Assessment

(a) Assignments (30%)

The Ever Changing Human (10%): The concept of evolution is contentious, especially when it comes to humans. Darwin was ridiculed for suggesting that humans were related to apes, and while anthropologists are committed to the theory of evolution to explain and consider our species, the story changes regularly with new discoveries and researchers can't seem to agree on how to interpret much of the evidence (which is what makes the story so interesting!). Are we still evolving? What might we become? Students will read an article by Kathleen McAuliffe that considers these questions, and write a concise summary that highlights her main points. This summary should be approximately 3-5 pages long, double spaced; please include a brief introduction of human evolution as discussed by anthropologists for context (this material can be drawn from the textbook and lectures). This assignment is due **October 1**. Please note: this is a summary piece, not an opinion piece. Students are completely entitled to their own opinions with respect to these questions, but this assignment is a direct consideration of materials presented in this class.

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 October 31**, and because it will be part of a general class discussion during this class, **no late assignments will be accepted**.

Reflections on the Cultural Construction of Gender and Identity (10%): Gender is culturally determined; as such there is tremendous variation in the way this element of identity is constructed. We rarely stop to reflect on how our gender is constructed and how our gender affects the way we live our lives. Students will read an online resource describing the category of *fa'afafine* in Samoa (which is also mentioned in the text), and submit a short essay that summarizes this reading and uses material from the textbook (and personal experience if desired) to consider gender as a cultural construct. This summary and commentary should not exceed 5 pages double spaced, and is due in class **November 7**.

(b) Exams (70%): There are 3 exams; the first 2 exams are worth a 25% and the final exam is worth 20% of your final grade. The midterms will be written on October 10 and November 14. 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 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.

Please make every effort to hand in assignments on time. **5%** of the total mark will be deducted for every day an assignment is late; while this may not seem like many marks, remember that 5% is the difference of a letter grade, and this adds up quickly. This is an unfortunately way to lose marks, and can be avoided by avoiding procrastination and staying organized in terms of time management.

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 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: 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.</i>
IP	<i>In progress: 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 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: 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.</i>

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: Class meets Monday and Wednesday from 8:30-9:50am

WEEK	Lecture Topics	Readings
1 Sept. 3-9	M: Labour Day, no class W: Registration list and course outline and introduction to the course	Chapter 1 p. 3-16
2 Sept. 10-16	M: What is anthropology and how is it relevant? W: Fieldwork and Ethics	Chapter 8; Chapter 1 p. 16-20, 22-26
3 Sept. 17-23	Primates	Chapter 3
4 Sept. 24-30	Main Trends in Human Evolution	Chapter 4
5 Oct. 1-7	Introduction to Archaeology	Chapter 1p. 20-23 (including Table 1.1); Chapter 6 pp. 124-126 (Tikal case study), Chapter 13 African Burial Ground Project (p. 284-285)
6 Oct. 8-14	M: Thanksgiving holiday, no class W: Midterm exam 1	No readings
7 Oct. 15-21	Kinship: Marriage and Family	Chapter 12, Chapter 13: Descent Groups (p. 269-274), Bilateral Kinship (p. 276), Kinship Terminology (p. 277-279)
8 Oct. 22-28	Subsistence, Social Organization and Economics I	Chapter 5 pp. 114-117; Chapter 14 p. 292-302; Chapter 11
9 Oct. 29- Nov.4	Subsistence, Social Organization and Economics II	
10 Nov. 5-11	M: Gender in Cross Cultural Perspective W: Pink Culture and the Princess Industrial Complex	Chapter 10 p. 197-211; Change Your Karma and Change your Sex? P. 324
11 Nov.12- 18	M: Remembrance Day, no class W: Midterm exam 2	No readings
12 Nov. 19-25	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9; <i>Vanishing Voices</i>
13 Nov. 26-Dec. 2	Human Variation and the Concept of Race	Chapter 7
14 Dec. 3-9	Globalization (<i>Advertising Missionaries</i>)	Chapter 16