



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: Grezon, Lisa and Conrad Kottak. 2012. *Culture*. McGraw Hill; New York.

(b) **Other Materials used in class (available from the library)**

Bodley, John

1998 The Price of Progress. IN: Victims of Progress, Mayfield Publishing, pp. 137-151

Pringle, Heather

2008 The Messenger. *Canadian Geographic*, Vol. 128 (6), pp. 71-78.

2011 Raiders from the Sea. *Canadian Geographic*, Vol. 131 (4), pp. 66-74.

Other optional resources are posted on my website and may be added throughout the semester.

4. Basis of Student Assessment

(a) Assignments (40%)

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

Summary and commentary (10%): An important skill to learn in post-secondary education is the ability to identify the main points that an author is making in an article and communicate this in a direct, concise manner. Students will practice this twice throughout the semester and combine the summary with a commentary to connect the content of the article to material covered in the course as well as personal perspectives.

The first considers the Kennewick Man controversy, a significant incident both for New World archaeology but perhaps more importantly, the relationship between scientists and descendent communities. We will use this case study to discuss ethics in anthropology and archaeology, and this summary assignment will help students to identify the main points in the complex debate. Please read the following 2 resources to understand both sides of the controversy; I list the PBS website first only because it provides some general background about the find. This summary and commentary is due in class on **Friday, September 21**.

<http://www.pbs.org/wgbh/nova/first/claim.html> Claims for the Remains, a synopsis of the Kennewick Case on the Nova website, with short essays by each of the 8 scientists who sued for the opportunity to study the remains. Choose one scientist's essay to read and summarize his main points.

<http://www.umatilla.nsn.us/kman1.html> Position paper on Kennewick Man by Armind Minthorn, chief of the Umatilla Confederate Tribes

The second considers gender, specifically the category of *fa'afafine* in Samoa. Students will summarize the key aspects of this brief reading (which is an online resource and linked off of my website) and then use the textbook to provide a bit of context to comment on gender as a cultural construct. This summary and commentary is due in class on **Wednesday, November 14**.

Summaries should be approximately 2 pages in length, double spaced and in 12 font. The proper format for a summary can be found on my website; for example, the first sentence should read "In the article XXXXXXX, author XXXXXX describes....."

Ethnobotany Project (20%)

Ethnobotany is the consideration of plants in terms of their cultural importance and use. Ethnobotanical studies have been extremely informative in the development of medicines used to treat modern illness, but in their traditional contexts, this intense knowledge of plants maintains a crucial connection between humans and their environment. The consideration of ethnobotany will help us to appreciate the value of language, since the names for plants generally embed ecological knowledge, identity, stories, heritage, and many other elements of culture. In pairs, students will research a native plant that has been planted around Camosun's Na'tsa'maht Gathering Place. Using various types of knowledge, which can include academic sources as well as indigenous community knowledge bearers, students will compile information about these plants that will ultimately be part of interpretive signage on campus. Each pair will prepare a poster that represents what a webpage for this plant will look like, including the various names (scientific, English common and various indigenous versions), uses and other information

relevant to a given species. Students will informally present their posters to their peers for discussion and work shopping on November 28 (**worth 10%**) before a final document is submitted that will incorporate the feedback from the class. This document (**worth 10%**) will include all of the research material, with all sources properly cited, presented in organized short paragraphs that will appear on a website, in addition to an abbreviated “abstract” that could be used for a small sign on campus. Examples will be provided.

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

(b) Exams (60%): There are 3 exams throughout the semester. Midterm 1 is worth 20%, Midterm 2 is worth 15%, and the final exam is worth 25%. The midterms will be written on Wednesday, October 10 and Friday, November 9. The final exam will be written during the College’s exam period. It is your responsibility to be present for **all** exams. Please 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 and communicate with the instructor before the start of the 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 Wednesday and Friday 10:00-11:20am

WEEK	Lecture Topics	Readings
1 Sept. 3-9	W: Registration list and course outline F: Introduction to the course; What is anthropology?	Chapter 1
2 Sept. 10-16	History of Anthropology and its Utility in a Changing World	Chapter 13 pp. 246-250
3 Sept. 17-23	Fieldwork Methods and Ethics	Chapter 3
4 Sept. 24-30	W: Science and Critical Thinking in Anthropology; A Consideration of Sasquatch F: Introduction to Archaeology; Step Aside Indiana Jones!	Pringle 2008; Pringle 2011
5 Oct. 1-7	W: Archaeology, cont... F: Reconstructing Ancient Technologies, and a quick review before the midterm	No reading; time to review for the midterm
6 Oct. 8-14	W: Midterm exam 1 F: Ethnobotany and Biolinguistic Diversity: Connecting Language to Landscapes (class discussion of term project)	Reading to be announced
7 Oct. 15-21	W: Language and Landscape F: Introduction to the Anthropological Study of Language	Chapter 5
8 Oct. 22-28	Kinship: Marriage and Family	Chapter 8
9 Oct. 29-Nov.4	Subsistence, Social Organization and Economics	Chapter 7, Chapter 6
10 Nov. 5-11	W: Industrialized Food Systems F: Midterm 2	Chapter 6 (especially agriculture and industrial economies sections)
11 Nov.12-18	W: Gender in Cross Cultural Perspective F: Pink Culture and the Princess Industrial Complex	Chapter 9
12 Nov. 19-25	Human Variation, and the Concepts of Race and Ethnicity	Chapter 12
13 Nov. 26-Dec. 2	W: poster session (term projects informally presented to class for constructive feedback) F: Globalization and development (<i>Advertising Missionaries</i>)	No reading; time to finish up term project
14 Dec. 3-9	W: Cultural effects of globalization in terms of indigenous rights, food security, and health F: Course wrap up and review	Chapter 13; Bodley 1998