



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:**
 2013 Haviland et. al. *The Essence of Anthropology*, third edition. Wadsworth Cengage Learning; Belmont.
- (b) **Additional Resources:**
 1956 Miner, Horace. Body Ritual Amongst the Nacirema. *American Anthropologist* 58 (3), pp. 503-507. (Linked off my website)
 2012 Rymer, Russ 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%)

Archaeology: Interpreting the Past (5%). This assignment is designed to introduce students to the process of asking questions and generating interpretations to understand how archaeologists know what they know about past cultures. Students will visit the website for the famous Catalhoyuk site in Turkey (linked off my website), which is very accessible to the public and offers a great introduction to archaeology. After spending some time in the “Processes” section of the website, students will consider one of the “Mysteries” presented. Students will then write a summary of the mystery, including the question being asked, the material culture used to evaluate the question, and finally the interpretations that come from the archaeological record. This summary should be approximately 3 pages long, double spaced; please assume that the person reading the summary knows nothing about the archaeological site or the website that is being considered. This assignment is due **October 11**.

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

Video Summary (5%): This assignment will help students distill the main points from *The Shaman’s Apprentice*, a video about ethnobotany that will be shown in class and referred to in subsequent lectures. A few questions to consider while watching the video will be provided in class, and students will write a concise 1-2 page summary that is due **November 15**.

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 22**.

(b) Exams (70%): There are 3 exams; the first 2 exams are worth 25% each and the final exam is worth 20% of your final grade. The midterms will be written on October 4 and November 8. 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:

WEEK	Lecture Topics	Readings
1 Sept. 3-9	Registration list and course outline; Introduction to the course; What is anthropology?	Chapter 1 p. 3-16, Chapter 8
2 Sept. 10-16	Fieldwork and Ethics in Anthropology	Chapter 1 p. 16-20, 22-26; <i>Body Ritual Amongst the Nacirema</i>
3 Sept. 17-23	Primates	Chapter 3
4 Sept. 24-30	Human Evolution	Chapter 4
5 Oct. 1-7	Midterm exam 1 Introduction to Archaeology	Chapter 1p. 20-23 (including Table 1.1); Chapter 6 pp. 124-126 (Tikal case study), Chapter 6 p. 133 (Anthropology Applied)
6 Oct. 8-14	Archaeology, cont...	Chapter 13 African Burial Ground Project (p. 284-285)
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	Midterm exam 2 Introduction to Ethnobotany (<i>Shaman's Apprentice</i>)	Reading TBA
11 Nov.12-18	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9; <i>Vanishing Voices</i>
12 Nov. 19-25	Anthropological Consideration of Gender and Identity	Chapter 10 p. 197-211; Change Your Karma and Change your Sex? P. 324
13 Nov. 26-Dec. 2	Race and Human Variation	Chapter 7
14 Dec. 3-9	Globalization (<i>Advertising Missionaries</i>)	Chapter 16