



## COURSE OUTLINE

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This course builds on anthropology 104. While we will discuss some topics that you were introduced to in anthropology 104, such as kinship, economics, and religion, we will be able to delve into these topics in more details. I will also be introducing you to new topics such as the anthropology of childhood, political anthropology, migration, and medical anthropology. This course is set up as a seminar course, which means that I will be giving a lecture on Monday, and on Wednesday the class will split into two seminar groups. During the seminar you will be able to apply the concepts you learned about in the lecture to current readings in anthropology.

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

### 1. Instructor Information

(a)	Instructor:	Tara Tudor		
(b)	Office Hours:	Monday 12:30-2:00, Wednesday 2:30-4:00		
(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

2011 *Cultural Anthropology in a Globalizing World* (third edition). Toronto: Prentice Hall

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

Ackerman, Sara (2010). Plastic Paradise: Transforming Bodies and Selves in Costa Rica's Cosmetic Surgery Tourism Industry. *Medical Anthropology*, 29(4): 403-423. **(E-Reserve)**

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

Howell, Signe, & Marre, Diana (2006). To Kin a Transnationally Adopted Child in Norway and Spain: The Achievement of Resemblances and Belonging. *Ethnos*. 71(3), 293-316. **(E-Reserve)**

Mamdani, 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)**

### **4. Basis of Student Assessment (Weighting)**

#### **(a) Assignments (45%)**

##### **1. Seminar Discussion Leader & Participation (20%)**

Your participation mark will come from your involvement in the seminars throughout the semester (12%), your role as a discussion leader (3%), and a critical article review (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 critical article review (no more than 3 pages) must also be handed into the instructor at the beginning of the class. The 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 the article (see handout on writing a critical article review)
- 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

### **Preliminary Introduction & References Page (3%)**

Due Date: November 14th

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, and to practice correct APA formatting of references. It also gives the instructor the opportunity to provide feedback to the students before they begin their paper. 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/>. The handout for the research paper will provide you with additional information about this assignment.

### **Research Paper (22%)**

Due Date: December 5th

Students must write a library research paper on a topic pertaining to cultural anthropology to receive credit for this course. Students will be given a list of 8 topics to choose from. If you have a different topic you would like to write about please check with me before you begin. Please see handout for more details on this assignment.

### **(b)Exams (55%)**

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 December. **Do not make holiday travel plans until the exam timetable is posted.**

#### **Dates for the exams are as follows:**

Mid-Term (25%):      October 22nd

Final Exam (30%):      Scheduled during the final exam period

## 5. Course Schedule

	<b>Monday</b>	<b>Wednesday</b>	<b>READINGS</b>
Week 1: Sept 3 & 5	No Class	Course Overview	Ch. 1
Week 2: Sept 10 & 12	Introduction to Cultural Anthropology & Research Methods	Seminar 1 - Mamdami	Ch. 2, Reserve (Mamdami)
Week 3: Sept 17 & 19	Theory In Cultural Anthropology	Seminar 2 - Bourgois	Bourgois (preface, p.1-114)
Week 4: Sept 24 & 26	Economic Anthropology	Seminar 3 - Bourgois	Ch.3, Bourgois (p115-258)
Week 5: Oct 1 & 3	Social Groups & Social Stratification	Seminar 4 - Bourgois	Ch. 7, Bourgois (p.259-351)
Week 6: Oct 8 & 10	Reproduction & Human Development	Seminar 5 - Mayblin	Ch. 4, Reserve (Mayblin)
Week 7: Oct 15 & 17	Kinship	Seminar 6 – Howell and Marre	Ch. 6, Reserve Howell and Marre, & Schneider handout
Week 8: Oct 22 & 24	<b>MIDTERM EXAM</b>	<b>No Seminar</b>	
Week 9: Oct 29 & 31	Political Anthropology	<b>Documentary: Death of Yugoslavia</b> (everyone must come at 10:30)	Ch. 8
Week 10: Nov 5 & 7	Social Order & Social Conflict	Seminar 7 - Bringa	Reserve (Bringa)
Week 11: Nov 12 & 14	<b>No Class</b>	Open seminar <b>Introduction &amp; References Page due</b>	
Week 12: Nov 19 & 21	Religion	Seminar 8 - Maxwell	Ch 10, p.68-82.; Reserve (Maxwell)
Week 13: Nov 26 & 28	Medical Anthropology	Seminar 9 - Ackerman	Ch. 5, Reserve (Ackerman)
Week 14: Dec 3 & 5	Migration	Review for Final <b>Research Paper due</b>	Ch. 12

## 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. 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 cited and 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</b> , or <b>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)