



COURSE OUTLINE

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

⚡ 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.

4. Basis of Student Assessment

(a) Assignments (50%)

Journal entries (15%)

Students will write three journal entries throughout the semester based on content from the course. These short essays (maximum of 2 pages, double spaced) should be written like an op ed piece or a blog, so no point form and disjointed language. One cannot assume that the reader will have prior knowledge of the ideas either, requiring a brief synopsis of the concept as part of the introduction. The piece should reflect upon some content of the course that you find interesting, provocative, problematic, and can make the concepts and content relevant to one's personal experiences.

Entries are due 1 week after the content is completely presented in class; this will help cement the concepts in your head and prevent procrastination. For example, if the material on linguistics is particularly interesting to you, a journal entry that is based on this material (both from class and readings) would be due Wednesday, Oct. 23, one week after the linguistics content was presented.

Term Project: Anthropology in the Field (20%) DUE NOVEMBER 29

Participatory learning is learning from "doing". The data that anthropologists rely on is collected in the field using participant observation. Students will participate in a Coast Salish pit cook at the college scheduled for October 25 to have an opportunity to learn first hand about the actual logistics of pit cook technology, the social components that are crucial yet less visible elements of such events. Students will practice some form of anthropological data collection related to this event, and present it in a form that can be compiled and shared with the rest of the class.

Ideas include:

- A detailed description of the material culture and mechanics of a pit cook as ethnoarchaeology (whereby contemporary practices such as a pit cook can help with interpretations of similar activities evident in the archaeological record)
- A photo essay or art installation documenting the event
- Written reflections of the relevance and value of such an event with respect to a particular theme, such as food security, identity, cultural vitality, the connection between people and the landscape, etc.... This piece would be written in a polished, magazine style and may include information collected through informal discussions with other participants (such as elders, drummers, fire keepers, fellow students). Anticipated length is 8-10 pages double spaced.
- Edited audio podcast capturing a soundscape or interviews with participants
- Short, polished video documenting the event or some aspect of it (similar to written reflections but in visual format using modern technology).

Students can work individually on submissions, or team up for a larger project that may require more data collection at the pit cook or processing of data after the event to create the finished product.

Ethnobotany Project (10%) DUE WEDNESDAY, OCTOBER 23

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.

Each student will collect information about a native plant of interest found around Camosun's Na'tsa'maht Gathering Place (a list of plants is posted on my website, and we will tour the garden early in the fall to see what these plants look like). Using various types of knowledge, which can include academic sources as well as indigenous community knowledge bearers, students will compile information about these plants (for example the various names (scientific, English common and various indigenous versions), uses and other relevant cultural information) that will ultimately be part of interpretive signage on campus.

The final submission, submitted in hard copy and electronic copy in set templates for consistency, will include:

- a) a complete, organized, written document with all the research material, and all sources properly cited
- b) an abbreviated "abstract" that could be used for a small sign on campus.

Examples will be provided on my website.

Class Participation: (5%)

Students get the most out of a class by coming prepared to participate and engaging with the material. Participation is about quality over quantity, and includes regular attendance, coming on time and not being disruptive to the rest of the class.

Please make every effort to hand in assignments on time. **FIVE PERCENT** 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 unfortunate way to lose marks, and can be avoided by avoiding procrastination and staying organized in terms of time management.

(b) Exams (50%):

There are 3 exams throughout the semester. Midterm 1 is worth 15%, Midterm 2 is worth 20%, and the final exam is worth 15%. 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.

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-	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.	7
77-79	B+		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: 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. Class schedule: class meets Wednesday and Friday from 10:00-11:20 am

	Topics	Readings*
1 Sept 2-8	W: Registration list and course outline F: Introduction to the course; What is anthropology?	Chapter 1
2 Sept. 9-15	W: Anthropology, the Concept of Culture, and Value of TEK F: Field methods and ethics (how is anthropology done?)	Chapter 8
3 Sept. 16-22	W: Field Methods, cont.... F: Main Themes in Human Evolution	F: Chapter 4 (focus on the anatomy of bipedalism, Homo erectus, and the modern human origins debate)
4 Sept. 23-29	W: Science and Critical Thinking in Anthropology; A Consideration of Sasquatch F: Midterm exam 1	No reading; catch up before the midterm
5 Sept. 30- Oct.6	Introduction to Archaeology	Tikal case study (pp. 124-127); Shishalh Archaeological Research Project blog (online)
6 Oct. 7-13	W: Ethnobotany F: Biolinguistic Diversity: Connecting Language to Landscape	W: no reading F: Chapter 9
7 Oct. 14-20	W: Introduction to the Anthropological Study of Language F: Kinship: Marriage and Family	W: Chapter 9, cont... F: Chapter 12 to p. 260
8 Oct. 21-27	W: Kinship as social organization F: Participatory learning: Pit cooks as expressions of culture and food	Chapter 13 to p. 279 (up to "Grouping Beyond Kinship")
9 Oct. 28- Nov. 3	Subsistence, Social Organization and Economics	Chapter 5
10 Nov. 4-10	W: Subsistence, Social Organization and Economics, cont... F: Industrialized Food Systems and Health	Chapter 11
11 Nov. 11-17	W: Midterm exam 2 F: Gender in Cross Cultural Perspective	F: Chapter 10 (focusing specifically on gender)
12 Nov. 18-24	W: Pink Culture and the Princess Industrial Complex F: Human Variation and the Concept of Race	F: Chapter 7
13 Nov. 25- Dec. 1	W: Globalization and Development F: <i>Advertising Missionaries</i>	Chapter 16 (focus on structural power, structural violence and reactions to globalization)
14 Dec. 2-8	W: Class discussion about term project submissions F: wrap up and review	No readings
A FINAL EXAM WILL BE SCHEDULED DURING THE COLLEGE EXAM PERIOD.		

*Please try to get organized and read these materials ahead of the class so that you can get the most out of class time.