



## 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

#### Text:

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

#### Additional Resources:

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

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##### (a) Assignments (35%)

###### 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. Please practice cultural relativism, and informed sources where applicable.

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 primates is particularly interesting to you, a journal entry that is based on this material (both from class and readings) would be due the following week on Wednesday, Sept. 25.

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

###### How is Culture Embedded in Language? (10%):

Students will read Russ Rymer's article Vanishing Voices and choose one case study to summarize as part of a short essay that considers the cultural importance of languages beyond mere communication. Material from the textbook, lecture, and personal experiences can also be used to create a clear, concise, and compelling magazine style essay (ie. for a popular audience with no prior knowledge of linguistic anthropology). Be sure to include a full citation of Rymer's article, and any other resources that you refer to in your assignment. This essay should be approximately 5 pages long double spaced, and is due in class **November 27.**

**(b) Exams (65%):** There are 3 exams; the first 2 exams are worth 45% each and the final exam is worth 20% of your final grade. The midterm with the best result will be weighted in your favour (ie. 25%). 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](http://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>
<b>I</b>	<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>
<b>IP</b>	<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 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<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](http://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

	<b>Content</b>	<b>Readings</b>
<b>1</b> <b>Sept 2-8</b>	Registration list and course outline and introduction to the course	Chapter 1
<b>2</b> <b>Sept. 9-15</b>	What is culture and why should anthropologists bother studying it? Fieldwork and Ethics	Chapter 8
<b>3</b> <b>Sept. 16-22</b>	Primates	Chapter 3
<b>4</b> <b>Sept. 23-29</b>	Main Trends in Human Evolution	Chapter 4 (chapter 2 is a reference if the theory of evolution is a bit fuzzy)
<b>5</b> <b>Sept. 30-Oct.6</b>	Introduction to Archaeology; Anatomy of a State	Chapter 6
<b>6</b> <b>Oct. 7-13</b>	<b>Midterm exam 1</b> Ethnobotany: Shaman's Apprentice	<b>No readings</b>
<b>7</b> <b>Oct. 14-20</b>	Kinship: Marriage and Family	Chapter 12 to p. 260 Chapter 13 to p. 279 (up to "Grouping Beyond Kinship")
<b>8</b> <b>Oct. 21-27</b>	Subsistence, Social Organization and Economics I	Chapter 5
<b>9</b> <b>Oct. 28-Nov. 3</b>	Subsistence, Social Organization and Economics II	Chapter 11
<b>10</b> <b>Nov. 4-10</b>	M: Gender in Cross Cultural Perspective W: Pink Culture and the Princess Industrial Complex	Chapter 10
<b>11</b> <b>Nov. 11-17</b>	<b>Midterm exam 2</b> <b>Lecture component of the evening TBA</b>	<b>No readings</b>
<b>12</b> <b>Nov. 18-24</b>	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9
<b>13</b> <b>Nov. 25-Dec. 1</b>	Human Variation and the Concept of Race	Chapter 7
<b>14</b> <b>Dec. 2-8</b>	Globalization and Development ( <i>Advertising Missionaries</i> )	Chapter 16