



COURSE OUTLINE

Anthropology 220 builds upon anthropology 104. We will discuss some of the topics you were introduced to in anthropology 104, such as kinship, economics, and religion, but 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 I will be giving lectures on the Monday, and on Wednesday the class will split into two seminar groups. During the seminars you will be able to apply the concepts that 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:	Tuesday 1:00-2:00, Wednesday 1:00-2:00, or by appointment		
(c)	Location:	Young 207		
(d)	Phone:	250-370-3368		
(e)	Email:	tudor@camosun.bc.ca		

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

Borofsky, Robert

2011 *Why A Public Anthropology*. Berkeley: University of California Press.

Holmes, Seth

2013 *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Miller, Barbara

2011 *Cultural Anthropology in a Globalizing World*. Third edition. Toronto: Prentice Hall.

(b) Additional Articles on Reserve in Library or Online

Bringa, Tone

2002 Genocide in Bosnia-Herzegovina, 1992-1995. *In Annihilating Difference: The Anthropology of Genocide*. Alexander Laban Hinton ed., Pp. 194-224. Berkeley: University of California Press.

Haynes, Naomi

2012 Pentecostalism and the morality of money: prosperity, inequality, and religious sociality on the Zambian Copperbelt. *Journal of the Royal Anthropological Institute*. 18:123-139.

Jeffery, Craig, Roger Jeffery, and Patricia Jeffery

2004 Degrees without Freedom: The Impact of Formal Education on Dalit Young Men in North India. *Development and Change* 35: 963-986. **Available through myanthrolab.com.**

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 (13%)

Your participation mark will come from your attendance and involvement in the seminars throughout the semester (10%), and your role as a discussion leader once during the semester (3%). 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.

3. Public Anthropology Exercise (10%)

This assignment will involve participating in an on-line project called the Community Action Project. You will be required to read the first chapter of "Why A Public Anthropology", write an Op Ed piece, and review other students work. This 'action period' will take place from September 23rd to October 9th. Please see handout for more information.

4. Research Paper

Preliminary Introduction & References Page (2%)

Due Date: November 13th

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 (20%)

Due Date: December 4th

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 21st

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

5. Course Schedule

Week	Monday	Wednesday	READINGS
Week 1: Sept 2 & 4	No Class	Course Overview – What is this course about?	Ch. 1 Miller
Week 2: Sept 9 & 11	Introduction to Cultural Anth & Research Methods	Seminar 1 - What is Public Ethnography/ Anthropology?	Ch. 2 Miller, watch video “What is Public Ethnography”, & read the California Series in Public Anthropology overview. Links for these items can be found on D2L
Week 3: Sept 16 & 18	Theory In Cultural Anthropology	Seminar 2 - documentary “Crossing Arizona” – Everyone come at 10:30	Holmes, Foreword, Acknowledgements, and Introduction
Week 4: Sept 23 & 25	Migration	Seminar 3 - Holmes	Ch.12 Miller, and Holmes, Ch. 2 & Ch. 3
Week 5: Sept 30 & Oct 2	Economic Anthropology	Seminar 4 - Holmes	Ch.3 Miller, and Holmes Ch. 4 & Ch. 5
Week 6: Oct 7 & 9	Medical Anthropology	Seminar 5 - Holmes	Ch. 5 Miller, and Holmes Ch. 6 & Ch. 7
Week 7: Oct 14 & 16	Thanksgiving – No Class	Review for Midterm	No readings
Week 8: Oct 21 & 23	MIDTERM EXAM	No seminar	No reading
Week 9: Oct 28 & 30	Guest Lecture: Sarah Fletcher	Seminar 6	TBA
Week 10: Nov 4 & 6	Social Organization & Identity	Seminar 7 – Jeffery & Jeffery	Ch. 7 Miller, and Jeffery & Jeffery article on myanthrolab
Week 11: Nov 11 & 13	Remembrance Day - No Class	Seminar 8- documentary “Babies” (everyone come at 10:30) Introduction & Bibliography due	Ch. 6 Miller
Week 12: Nov 18 & 20	Kinship & the Anthropology of Childhood	Seminar 9 - Mayblin	Ch. 4 (pp. 81-93) and Mayblin article on reserve in library
Week 13: Nov 25 & 27	Political Anthropology, Social Order & Social Conflict	Seminar 10 – Bringa	Ch. 8 and Bringa article on reserve in library
Week 14: Dec 2 & 4	Religion	Review for Final Exam Research Paper Due	Ch. 10 Miller and Haynes article on reserve in library

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:

A+ A A-	9 8 7	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.
B+ B B-	6 5 4	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 area.
C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	Marginal 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