

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>ANTH 104-004</b>  <b>Introduction to Anthropology</b>  <b>2014 Fall</b></p>
---	---

## COURSE OUTLINE

---

### 1. Instructor Information

(a)	<b>Instructor:</b>	Tara Tudor		
(b)	<b>Office Hours:</b>	Thursday 1:00-2:00, Friday 10:00-11:00, or by appointment		
(c)	<b>Location:</b>	Young 207		
(d)	<b>Phone:</b>	370-3368		
(e)	<b>Email:</b>	tudor@camosun.ca		

### 2. Intended Learning Outcomes

1. Discuss the trends in human evolution and the role of natural selection in the evolution of our species.
2. Outline the relationship among culture, biology and environment in examining human health and disease.
3. Explain the importance of archaeological investigation to modern society.
4. Recognize and explain to others that our culture constructs our realities so that social inequality, for example, is a human invention.
5. Identify key features of language.
6. Use the World Wide Web to investigate anthropological issues.
7. Debate issues of human biology, society and history using anthropological evidence.
8. Critically evaluate evidence used to explain the human past and present.
9. Address ethnocentrism as a barrier to understanding other cultures.
10. Acquire a tolerance of and respect for cultural and biological diversity.

### 3. Basis of Student Assessment (Weighting)

(a)	Assignments (28 %)	<p>Assignment 1: Library Assignment (3%) – Due Sept 17<sup>th</sup></p> <p>Assignment 2: Dancing Skeletons (3 x 5% = 15%) - Due Sept 15<sup>th</sup>, Oct 10<sup>th</sup>, and Nov 3<sup>rd</sup></p> <p>Assignment 3; Everyday Racism (5%) – Due Nov 5<sup>th</sup></p> <p>Assignment 4: Paleo Diet Assignment (5%) – Due Nov 19<sup>th</sup></p> <p><b>Late Assignments:</b> Students will NOT be permitted to submit late assignments in this course without a medical certificate. Crashing computers, hungry dogs, work conflicts, running out of ink for printers are not valid excuses so please plan ahead.</p>
(b)	Exams (68%)	<p>Exam 1: 20% - October 3<sup>rd</sup></p> <p>Exam 2: 20% - October 31<sup>th</sup></p> <p>Exam 3: 28% - Examination Period</p> <p>The exams consist of multiple choice, definitions, and short/long answer questions. Exams must be written during the scheduled times, unless a physician's medical certificate is presented to the instructor. The final exam will be written during the scheduled exam period after the last week of classes. <b>Do not make travel plans until the exam timetable is posted as you will not be permitted to write the exam on a different date.</b></p>
(c)	Participation (4%)	<p>Students will receive up to 4 marks over the course for participation in the four in-class discussions. This mark is based on attendance in class on the day of the discussion.</p>

#### (1) Library Research Assignment (3%) Due September 17<sup>th</sup>

The purpose of this assignment is familiarize students with the Camosun's library databases, help students identify articles from academic journals, and practice using correct APA formatting.

The library research assignment will take place in the library learning lab (LLC 136) located on the main floor of the library. Students must come to this classroom on September 17<sup>th</sup> in order to receive a grade for this assignment.

#### (2) Dancing Skeletons Assignment (5% x 3 = 15%)

##### Overview

Three classes will be dedicated to Katherine Dettwyler's book Dancing Skeletons. The objective is to understand how this book helps you understand concepts being presented in lectures. Each of these classes will focus on one particular topic: #1 Research methods and ethics; #2 Culture, cultural relativism and ethnocentrism; #3 Health and international development.

There will be 6 groups comprised of an equal number of students; group membership is automatically assigned upon registration to the course. To find your group please log-on to D2L (<https://online.camosun.ca/>). Once you have logged on you will be taken to your home page. At the very top of this page there is a drop down menu entitled 'select a course'. Click on the arrow and select ANTH 104-004. This will take you the home page for this course. Find 'My Tools' on the top of the page and use the drop down menu to find the 'Groups' page. Click through the groups until you find your name. You will remain in the same group for all three of the discussions.

Each group will be assigned a series of questions pertaining to the main topic. Group members will need to discuss the questions using "Groups" on D2L in order to formulate an answer or position. On the day of the discussion your group will have 15 minutes to talk things over before splitting up, and joining members of the 5 other groups to share what you have learned.

Each group will also submit a formally written overview of your group's position on the question/issue. This overview will be one or two paragraphs long and is due two days after the in-class session. Please use the Drop Box on D2L. There will be only one of these overviews handed in per group and each group member will get the same mark so it is important that you work together. Please note that the instructor is able to see your group correspondence and will deduct marks from individual students if they fail to participate. Attendance will be taken on the day of the group discussion for which students will receive one mark. A grading rubric is posted on D2L to provide you with a guide to how the assignment is being graded.

#### **Deliverables**

- An in-class presentation to a small group of students on your topic
- A one or two page overview of the questions/issue submitted to the Dropbox two days after the in-class group discussion (one overview per group).
- Full bibliographic information of the book in the APA format must be provided at the top of the page.

### **(3) Everyday Racism Assignment (5%) Due November 5th**

#### **Overview**

The discipline of anthropology has long argued that race is culturally constructed. By no means does this mean that race is not real. It simply means that our perception of race is learned, and as such changes over time and across cultures. The belief that that a particular race is (or certain races are) superior or inferior to another race or races, what we call racism, has been around since at least the sixteenth century.

In lecture students are introduced to the biological and cultural definition of race as well as three forms of racism – institutional, individual, and ideological. This assignment allows students to experience individual (everyday) racism for one week, reflect on their experience, and write a short paper about everyday racism and white privilege in Canada. Everyday racism involves the many and often small ways in which racism is experienced by people in their interactions with the dominant 'White' group. It expresses itself in glances, gestures, forms of speech and physical movements. Everyday racism can be conscious or unconscious. Making a racist joke or comment is clearly a conscious act, but peoples' assumptions about individuals based on their race are often unconscious. For example, the belief that Asian Canadians are strong academically, or that Mexican Canadians are always late.

## The Assignment

The first step for this assignment is to download the everyday racism app onto your phone. Once you have downloaded the app you will be asked to choose one of three characters. After doing so, you will receive three to four notices on your everyday racism app for seven consecutive days.

When you have completed the seven days experiential learning experience, please write a one or two page paper answering the following questions.

- Based on your participation in Everyday Racism, how would you define everyday racism?
- Have you ever experienced everyday racism? If so, please describe. Have you ever witnessed everyday racism? If so, please describe. If you have not experienced or witnessed acts of everyday racism why do you think this is the case?
- How has this assignment helped you to understand the meaning of white privilege?
- Do you think everyday racism looks the same in Canada as it does in Australia? Please explain why or why not. If you were going to make a Canadian version of this app, what would you change?
- Institutional, ideological, and individual racism are interconnected. What is one example of institutional racism and one example of ideological racism portrayed in the Everyday Racism app?

The paper should be one to two pages in length, typed, double spaced, 12 point font. Please answer the questions in complete paragraphs. No point form!

## (4) Paleo Diet Assignment (5%) Due November 19th

### Overview

Evolutionary theory is key to the way anthropologists understand human biology. Biological anthropologists have applied evolutionary theory to understand a number of current diet and exercise trends such as barefoot running, the raw food movement, and the paleo diet. For this assignment, students will be assigned one of four publications to watch, listen, or read. Students will write a summary on the publication which they will submit to the D2L dropbox on November 19th. Also on November 19th, the class will be divided into small groups, and students will share the main findings of the publication they were assigned with the other group members. Students must attend class on November 19<sup>th</sup> in order to receive a participation mark for this assignment.

### The Publications

I will be assigning students one of these sources; Do not just choose one yourself!

1. Christina Warriner “Debunking the Paleo diet” - <http://tedxtalks.ted.com/video/Debunking-the-Paleo-Diet-Christ>
2. Dr. Marlene Zuk “Paleofantasy” - <http://www.cbc.ca/player/Radio/Quirks+and+Quarks/ID/2381902835/>
3. Ferris Jabr “How to Really Eat Like a Hunter-Gatherer” - <http://www.scientificamerican.com/article.cfm?id=why-paleo-diet-half-baked-how-hunter-gatherer-really-eat>
4. Anne Gibbons “The Evolution of Diet” - <http://www.nationalgeographic.com/foodfeatures/evolution-of-diet/>

## Deliverables

- A one paragraph summary of the article/audio file/video you were assigned
- Full bibliographic information of the article/audio/video in the APA format must be provided at the top of the page. Refer to the library research assignment handout for information about the APA style

## 4. Required Materials

The following books are required for this course. They can be purchased from the Camosun bookstore.

Dettwyler, K. (2014). *Dancing Skeletons: Life and Death in West Africa*. Long Grove, Illinois: Waveland Press.

Haviland, W., Prins, W., Walrath D., & McBride, B. (2013). *The Essence of Anthropology*. 3<sup>rd</sup> edition. Belmont, CA: Thomson Wadsworth.

## 5. Cell phones, laptops and other electronic devices

Please turn off your phone when you come to class; if it is essential to keep it on, please turn off your ringer. Students are welcome to use a laptop in class, but please do not use it for entertainment purposes. The reason for this is two-fold. One, it is distracting to the students sitting behind you. Two, studies have shown that when students multi-task in class (text, watch movies, check email) they do worse on exams and assignments.

## 6. Lateness, and classroom conduct

Please try to be on time for class. If you are late, please enter the classroom quietly and do your best not to disrupt the other students. Please refrain from speaking with your classmates during the lecture. It is disruptive to the people sitting around you, as well as the instructor. Please do ask questions during the lecture; I am quite happy to be interrupted to rephrase or clarify any points I have made.

## 7. Course Schedule

WEEK	WEDNESDAY	FRIDAY	READINGS
Week 1: Sept 3 & 5	Introduction to Course	Introduction to Anthropology	Ch. 1 Haviland
Week 2: Sept 10 & 12	Characteristics of Culture	In-class discussion of Dancing Skeletons – research methods & ethics	Ch. 8 Haviland and Dancing Skeletons Ch. 1-5
Week 3: Sept 17 & 19	Library class	Subsistence & exchange	Ch. 11 Haviland
Week 4: Sept 24 & 26	Globalization & subsistence and exchange	Documentary: Land Rush	Ch. 16. and Dancing Skeletons Ch. 6-10
Week 5: Oct 1 & Oct 3	Kinship	<b>Exam 1</b>	Ch.13
Week 6: Oct 8 & 10	In-class discussion of Dancing Skeletons – culture, cultural relativism & ethnocentrism	Marriage	Ch. 12, and Dancing Skeletons 11-16
Week 7: Oct 15 & 17	Social Identity, Personality & Gender	Documentary Hip-Hop Beyond Beats & Rhymes	Ch. 10, and Hip Hop: Beyond Beats and Rhymes (Masculinity) –link on D2L
Week 8: Oct 22 & 24	Modern human biological variation: race & racism	Modern human biological variation: race & racism	Ch. 7
Week 9: Oct 29 & 31	In-class discussion of Dancing Skeletons – human health 7 int'l dev	<b>Exam 2</b>	
Week 10: Nov 5 & 7	Language and Communication  Everyday racism assignment due	Language and Communication	Ch. 9
Week 11: Nov 12 & 14	Hominid Evolution (evolution & natural selection)	Hominid Evolution	Ch. 2 & Ch. 4
Week 12: Nov 19 & 21	In-class discussion of the paleo diet	Living Primates	Ch. 3
Week 13: Nov 26 & 28	Living Primates: Orangutans	Archaeology	
Week 14: Dec 3 & 5	Archaeology	Archaeology – virtual fieldtrip of Ankor Watt	Ch. 6

## 8. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

### 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.

Temporary Grade	Description
I	<i>Incomplete:</i> 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.
IP	<i>In progress:</i> 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.)
CW	<i>Compulsory Withdrawal:</i> 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.

## 9. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### 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.