



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

Texts:

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*. 3rd edition. Belmont, CA: Thomson Wadsworth.

4. Basis of Student Assessment

(a) Assignments (40%)

Group Discussions: Special Topics on Dancing Skeletons (2 at 5% each: 10%)

Parts of two classes will be dedicated to Katherine Dettwyler's book *Dancing Skeletons*. The objective is to understand how this book ties in to concepts being presented in lectures. Each of these classes will focus on one particular topic:

1. Research ethics, culture, and ethnocentrism
2. Health and international development.

There will be 6 groups comprised of an equal number of students; Students will sign up for groups in the second week of the term, and will remain in the same groups for both of the discussions. Each group will be assigned a series of questions pertaining to the main topic. On the day of the discussion group members will meet for 15 minutes in class to talk it over before splitting up, and joining members of the 5 other groups to share what you have learned.

Each student will write a brief response to a question that is distilled from the class discussion, using their specific group's questions and other information learned from peers as examples. This assignment should be no more than 2 pages (double spaced and 12 point font); even short assignments like this need at least a sentence of introduction and some sort of conclusion that wraps things up. The written assignment will be marked out of 4; attendance will be taken on the day of the group discussion, for which students will receive one mark. The first written assignment is due one week after the class discussion, on SEPTEMBER 16; because November 4 is the date for our second midterm, I will accept the second written assignment anytime until 4pm on NOVEMBER 7 (you can email it to me to get it handed in, but PLEASE bring me a hard copy to mark!)

Class Discussion and write up about the Paleo Diet (10%) DUE OCTOBER 21

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 resources to watch, listen to, or read (the resources are linked on my website, and students will be assigned these readings in class). Similar to the group discussions about the Dettwyler book, students will be divided into small groups in class and share the key points of the material they were assigned with the other group members. The class discussion will consider the following:

The Paleo Diet suggests that our modern diet is out of sync with our "Paleolithic" bodies. Critically evaluate this concept from an anthropological perspective.

Each student will write a brief response to this question based on the class discussion, using the information from their own resource as well as details from their peers in class. This assignment should be no more than 2 pages (double spaced and 12 point font) and will need to define the Paleo Diet before critically evaluating it. (NOTE: To crucially evaluate something does not mean being critical or negative, it means digging in to the concept and rationally considering the merits and limitations of the idea!). The written assignment will be marked out of 4; attendance will be taken on the day of the group discussion, for which students will receive one mark.

100 Mile Diet Challenge (10%) DUE SEPTEMBER 30

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 September 30, and because it will be part of a general class discussion during this class, **no late assignments will be accepted.** A more detailed assignment description is posted online.

Everyday racism assignment DUE TUESDAY NOVEMBER 24 (worth 10%) A new app called “Everyday Racism” challenges participants to “live a week in someone else’s skin”. Your assignment is to participate in this challenge and then reflect on it in a short written assignment. When you have completed the seven days experiential learning experience, please write a short paper (maximum 2 pages double spaced, 12 point font) answering some of 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.
- 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? If not, why do you think this is the case? 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 must be in complete sentence (ie. no point form). Be sure to have a brief introduction to defines “everyday racism” and introduces the challenge you participated in, and conclusion to present ideas in a clear and organized way. Don’t forget to explain white privilege too! A more detailed assignment description is posted online.

(b) Exams (60%): There are 3 exams; each is worth 20% of your final grade. 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 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. Course schedule

WEEK	Lecture Topics	Readings
1 Sept. 1-7	Registration list and course outline and introduction to anthropology	Chapter 1 p. 3-16 Dancing Skeletons Ch. 1-5
2 Sept. 8-14	Characteristics of culture and how we study it; Class discussion on ethics, culture and ethnocentrism in <i>Dancing Skeletons</i>	Chapter 8; Chapter 1 p. 16-20, 22-26; <i>Dancing Skeletons</i> Ch. 6-10
3 Sept. 15-21	Kinship: Marriage and Family	Chapter 12; Descent Groups (p. 269-274), Bilateral Kinship (p. 276), Kinship Terminology (p. 277-279); <i>Dancing Skeletons</i> Ch. 10-16
4 Sept. 22-28	Subsistence, Social Organization and Economics I	<i>Dancing Skeletons</i> Ch. 11-16 Chapter 11
5 Sept. 29-Oct. 5	Subsistence, Social Organization and Economics in a Globalized world; Land Rush (movie about Mali) 100 Mile Diet Assignment due	
6 Oct. 6-12	Midterm exam 1 Introduction to Primates	Chapter 3
7 Oct. 13-19	How can studying primates and human evolution help us understand ourselves? Class discussion of the Paleo diet	Chapter 4 p. 78-95
8 Oct. 20-26	Introduction to Archaeology	Chapter 1p. 20-23 (including Table 1.1); Chapter 6
9 Oct. 27-Nov. 2	Medical anthropology and human health; Class discussion of <i>Dancing Skeletons</i> – human health and international development	Review Dettwyler readings ahead of the class discussion
10 Nov. 3-9	Midterm exam 2; Gender in Cross Cultural Perspective	Chapter 10 p. 197-211
11 Nov. 10-16	Remembrance Day, no class	No readings
12 Nov. 17-23	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9
13 Nov. 24-30	Human Variation and the Concept of Race Everyday racism assignment due	Chapter 7
14 Dec. 1-7	Globalization and a Modern World	Chapter 16