



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 (30%)

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 Wednesday February 18; the second written assignment on Wednesday, March 25.

Class Discussion and write up about the Paleo Diet (5%) DUE JANURAY 28

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, on JANUARY 21 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 (due one week after the class discussion) 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 MARCH 2

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. A more detailed assignment description, along with resources for where to access local food, is posted online.

Class participation: (5%)

This course covers a lot of material that students will want to engage with and discuss. A basic expectation is that students come to class, and come having read the material for a given week so that they may participate in group discussions that arise in the course of lectures. This mark will be based on attendance (passive participation) and meaningful contribution throughout the semester (active participation).

The Powerpoints used in class are visual teaching aids that help keep me organized, and should help students organize their learning and note taking. If you miss class it is your responsibility to get notes from a fellow student. I will not be posting my Powerpoints, nor will I be emailing them to you or otherwise making them available. If you want the benefit of Powerpoint slides, come to class!

A general note about late assignments:

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 (including weekends!). 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.

(b) Exams (70%): There are 3 exams; the first midterm is worth 20% and the second midterm and final are each worth 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 work or 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.

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: class meets on Mondays and Wednesdays from 3:30-4:50pm

WEEK	Lecture Topics	Readings
1 Jan. 5-11	Registration list and course outline and introduction to anthropology	Chapter 1 p. 3-16
2 Jan. 12-18	Introduction to Primates	Chapter 3
3 Jan. 19-25	How can studying primates and human evolution help us understand ourselves?	Chapter 4 p. 78-95; <i>Dancing Skeletons</i> Ch. 1-5
4 Jan. 26-Feb. 1	Introduction to Archaeology	Chapter 1p. 20-23 (including Table 1.1); Chapter 6
5 Feb. 2- 8	Midterm exam 1; Characteristics of culture and how we study it	Chapter 8; Chapter 1 p. 16-20, 22-26;
6 Feb. 9-15	No class Monday (Family day) Class discussion on ethics, culture and ethnocentrism in <i>Dancing Skeletons</i>	<i>Dancing Skeletons</i> Ch. 6-10
7 Feb. 16-22	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
8 Feb. 23- March 1	Subsistence, Social Organization and Economics I	Chapter 11; <i>Dancing Skeletons</i> Ch. 11-16
9 March 2-8	Subsistence, Social Organization and Economics in a Globalized world; <i>Land Rush</i> (movie about Mali) 100 Mile Diet Assignment due Monday	
10 March 9-15	Midterm exam 2: Gender in Cross Cultural Perspective	Chapter 10 p. 197-211
11 March 16-22	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
12 March 23-29	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9
13 March 30- April 5	Human Variation and the Concept of Race	Chapter 7
14 April 6-12	Easter Monday (no class); Globalization and a Modern World	Chapter 16