



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω 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

- (a) Text:
Haviland et. al.
2015 *The Essence of Anthropology*, fourth edition. Wadsworth Cengage Learning;
Belmont.

4. Basis of Student Assessment

(a) Assignments (45%)

Weekly journal 10% (collected every week, worth 1% for each submission)

This ongoing assignment is designed to help practice key student skills to get the most out of a class. Writing a short (1-2 pages, typed doubled spaced) summary or evaluation of material covered in a week keeps students up to date on readings, identifies areas that need clarification, and creates an opportunity to relate class material to ones personal experiences. I am not looking for a summary of EVERYTHING that we cover. What are key concepts? Do they make you think of things that are relevant in your own life? This is a great place to critically evaluate as well; anthropology is one perspective of the world and many of anthropology's stories are not the ones that students believe or are familiar with. Rather than saying that one is right or wrong, how does a comparison help understand different ways of explaining things? This assignment is due at the start of class every Tuesday, and needs to be handed in 10 times in the course. Because of the nature of this assignment, late submissions will not be accepted (you cant hand in 10 in the last week of the semester!).

Library assignment 5% TUESDAY SEPTEMBER 22

Research skills are critical to student success! The library is providing a workshop that will introduce students how to find resources to research papers and how to create a bibliography in the APA style. Students will complete a short set of exercises designed to practice these skills; this exercise is handed in at the end of class, so if you do not attend the class you cannot complete the assignment.

Please note: Students meet in LLC 136, NOT our regular classroom, for this workshop. It is very important that students arrive on time!

Class discussions and summary write ups 5% each (10% total)

Whenever possible it is great to learn from ones peers! While I encourage questions and discussion in class every day, there are three classes with structured class discussions where students will come prepared to share information with others in their group to consider key questions (dates are in the class schedule). In the second class students will be broken into five groups; for each discussion each group will be given a different reading (this is posted on line, with links to the specific readings). Students are expected to complete this reading before the class so that they can share what they have learned. We will then create new groups in class so that all of the material from the readings can be shared and discussed. One week following the discussion students will hand in a concise summary evaluating the key question of the discussion (see below). The write up should be approximately 2 pages, be well organized and clear, and use specific examples from the discussion to make your points.

1. How can cross cultural studies highlight the different functions of marriage that make this institution so important?
2. How can studying primates help us understand ourselves?

Ethnobotany Project (10%) Due TUESDAY NOVEMBER 3

Ethnobotany is the consideration of plants in terms of their cultural importance and use. Ethnobotanical studies have been extremely informative in the development of medicines used to treat modern illness, but in their traditional contexts, this intense knowledge of plants maintains a crucial connection between humans and their environment. The consideration of ethnobotany will help us to appreciate the value of language, since the names for plants generally embed

ecological knowledge, identity, stories, heritage, and many other elements of culture. Students will research a native plant that has been planted around Camosun's Na'tsa'maht Gathering Place. Using various types of knowledge, which can include academic sources as well as indigenous community knowledge bearers, students will compile information about these plants that will ultimately be part of interpretive signage on campus (project to be completed by the spring of 2016!). Content will be presented in templates, one for the concise plant tag and a more indepth document for the website (this should be about 2 pages long plus photographs, and all research material must be fully and properly cited). Examples and templates are posted on my website.

Reflection piece about the pit cook (10%) DUE TUESDAY NOVEMBER 17

On Friday, October 30 Camosun College's Indigenous Studies Program will be hosting a pit cook on the lawn in front of the Young Building. Students will be asked to help with the preparation of the pit and the food prior to the event, and will participate in the event on the 30th. Students will learn about traditional foods and the logistics of a pit cook from Cheryl Bryce (Songhees nation) and will have an opportunity to talk to elders and share food, highlighting how a pit cook is about more than just calories! This is a great chance to apply the anthropological perspective and use participant observation, and following the event students are asked to complete a reflective piece about the pit cook, focusing on a specific aspect that was of particular interest. Examples include traditional food systems, food sovereignty, food as a social mechanism, food as activism, and we can brainstorm more ideas as a class prior to the event. This written assignment should be approximately 5 pages in length, double spaced and 12 point font. Any information used needs to be properly cited to give the appropriate credit where it is due.

Please make every effort to hand in assignments on time. **FIVE PERCENT** 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 unfortunate way to lose marks, and can be avoided by avoiding procrastination and staying organized in terms of time management.

(b) Exams (55%):

There are 3 exams throughout the semester. Midterm exam 1 is worth 15%, midterm 2 is worth 20% and the final exam is worth 20%. The exams are NOT cumulative (insert big sigh of relief here) and will consist of multiple choice, a variety of short answer and longer answer questions. The final exam will be written during the College's exam period. It is your responsibility to be present for **all** exams. Please 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 and communicate with the instructor before the start of the exam. There will be no exceptions (this is college policy). Additional exams/assignments are not available to students to upgrade poor marks.

5. Standard Grading System (GPA) The University of Victoria describes their grading as follows:

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100 | A+ | 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. | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | 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 areas. | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | | 4 |
| 65-69 | C+ | Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material. | 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. A student receiving this grade demonstrated a superficial grasp of the material. | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

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:</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 rd 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. |

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. Class schedule: class meets Tuesday and Thursday from 12:30-1:50 pm

| Week | Lecture Topics | Readings |
|---------------------------|---|---|
| 1 Sept 7-13 | T: Registration list and course outline and TH: What is anthropology and how is it relevant today? | Chapter 1 p. 2-16 |
| 2 Sept 14-20 | T: Fieldwork and Ethics: Anthropologists at work TH: What is culture? Commodification, appropriation, revitalization | Chapter 1 p. 16-20, 24-28; Chapter 8 |
| 3 Sept 21-27 | T:library assignment ** class meets in the library computer lab** TH: Sasquatch Science | No readings |
| 4 Sept 28- Oct 4 | T: Introduction to Primates TH: What can we learn about ourselves by studying primates? Class discussion on primate behaviours | Chapter 3 |
| 5 Oct 5-11 | T: Human evolution and physical anthropology TH: Ethnobotany; the Human use of plants | Chapter 4 |
| 6 Oct 12-18 | T: Midterm exam 1 TH: Why kinship matters | Chapter 13 p. 269-280 |
| 7 Oct 19-25 | T: Kinship, continued, with a class discussion about marriage TH: Subsistence, Social Organization and Economics | Chapter 12 |
| 8 Oct 26- Nov. 1 | T: Subsistence, Social Organization and Economics, cont.... TH: preparations for the pit cook 30 th is the pit cook (a Friday) | |
| 9 Nov 2-8 | T: Modern food systems, food sovereignty, and class discussion about the pit cook TH: Introduction to archaeology | Chapter 11 Chapter 1 p. 19-23 |
| 10 Nov 9- 15 | T: Archaeology, cont. TH: Midterm exam 2 | Chapter 6 p. 125-135 |
| 11 Nov 16-22 | Socio-Linguistics; The Connection Between Language and Culture | Chapter 9 p. 181-191 |
| 12 Nov 23-29 | Human Variation and the Concept of Race | Chapter 7 |
| 13 Nov 30-Dec 6 | Globalization and the role of anthropology | Chapter 16 |
| 14 Dec 7-13 | T: <i>Advertising Missionaries</i> TH: wrap up and discussion | No readings |

*Please try to get organized and read these materials ahead of the class so that you can get the most out of class time.