



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
ANTH 220-001
Cultural & Social Anthropology
Fall 2015

COURSE OUTLINE

Anthropology 220 builds upon topics introduced in Anthropology 104, such as marriage, kinship and economics. By no means will the lectures repeat what you learned in 104. 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; this means I will be giving lectures on the Wednesday, and on Friday 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 1:30-2:20, Friday 10:30- 11:20, or by appointment		
(c)	Location:	Young 212A		
(d)	Phone:	250-370-3375		
(e)	Email:	tudor@camosun.ca		

2. Intended Learning Outcomes

Upon satisfactory completion of this course the student will be able to undertake the following:

1. Define the concept of culture and explain its significance as the human mechanism for adapting to and transforming the world.
2. Explain how and why anthropologists do ethnographic fieldwork.
3. List the characteristics of language and distinguish between language and non-human animal communication systems.
4. Explain and give examples of the relationship between language and culture.
5. Describe the major types of subsistence strategies that humans use to meet biological and culturally constructed needs.
6. Explain the functions of ideological systems in all human societies.
7. Describe cultural variations in sexual practices, marriage, family form, and gender relations from an anthropological perspective.
8. Outline the types and extent of inequality in the contemporary world.
9. Assess concepts of development and the impact of globalization on indigenous and traditional peoples.
10. Undertake small projects that replicate ethnographic fieldwork.
11. Use the World Wide Web to investigate issues of interest to cultural anthropologists.
12. Construct anthropological genealogies to interpret cross-cultural features of kinship, descent and marriage.
13. Using a variety of anthropological sources, research and write papers in anthropological style.
14. View human behaviour from a cultural anthropological perspective.
15. Celebrate cultural and linguistic diversity.
16. View global capitalism and world poverty from an anthropological perspective.
17. Demonstrate a respect for the survival strategies that Third and Fourth World peoples use to cope with the consequences of systemic poverty.

3. Required Materials

Introductory textbooks are helpful in a first year course as a way to expose students to the central approaches and concepts in anthropology. However, they rarely give students a clear sense of the type of questions cultural anthropologists ask, and how they go about conducting research. The best way to understand this is to read ethnographies. Ideally I would have you read two or three ethnographies over the semester. For this course we will make do with one ethnography and several articles. The ethnography is for sale in the bookstore. The articles and book chapters are available through D2L.

(a) Books

Holmes, Seth

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

(b) Additional Articles

Brownell, Susan

2005 *Challenged America: China and America – Women and Sport, Past, Present and Future*. *The International Journal of the History of Sport*, 22(6), 1173-1193.

Mitchell, Lisa

2006 *Body and Illness: Considering Visayan Filipino Children's Perspectives within Local and Global Relations of Inequality*. *Medical Anthropology*, 25, 331-373.

Mayblin, Maya

2010 *Learning Courage: Child Labour as Moral Practice in Northeast Brazil*. *Ethnos*, 71(1), 23-48.

Nader, Laura

2011 *Ethnography as theory*. *HAU: Journal of Ethnographic Theory*, 1(1), 211-219.

Nayar, K. E.

2004 *The Sikh Diaspora in Vancouver: Three Generations Amid Tradition, Modernity, and Multiculturalism*. Chapter 5. Toronto: University of Toronto Press.

Smith, Jordan Daniel

2010 *Promiscuous Girls, Good Wives, and Cheating Husbands: Gender Inequality, Transitions to Marriage, and Infidelity in Southeastern Nigeria*. *Anthropology Quarterly*, 83(1), 1-20.

4. Basis of Student Assessment (Weighting)

(a) Assignments (40%)

1. Seminar Discussion Leader & Participation (18%)

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%) and a critical article review (5%). 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. You will be marked on the thoroughness of the presentation, your careful thinking about the article, and your presentation skills. Students will not be permitted to become the discussion leader on another day if they miss the date they have sign-up for. The critical article review to be handed in on the same day you are discussion leader. A detailed overview for the critical article review is available on D2L. I will be using the requirements from this handout to evaluate your review so please make sure to read it carefully.

2. HRAF Paper and Presentation (22%)

Students will write a 7-9 page paper, and participate in a group presentation based on their individual papers. Rather than conducting library research, students will use the Human Relations Area Files (e-HRAF), an on-line database of ethnographic research. Please see the handout for more information about this project.

(b) Exams (60%)

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 (30%): October 21st, 2015

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

5. Course Schedule

Week	Wednesday	Friday	READINGS
Week 1: Sept 9 & 11	Course Overview & Key Concepts	Seminar 1 - Birrell	Birrell (link on D2L)
Week 2: Sept 16 & 18	Theory In Cultural Anthropology	Seminar 2 - Nader	Nader
Week 3: Sept 23 & 25	Kinship & the Anthropology of Childhood	Seminar 3 - Mayblin & Bodenhorn	Mayblin and Bodenhorn
Week 4: Sept 30 & Oct 2	Documentary about childhood	Seminar 4 - Mitchell	Mitchell
Week 5: Oct 7 & 9	Companionate Marriage	Seminar 4 - Smith	Smith
Week 6: Oct 14 & 16	Anthropology of Sport	Seminar 5 - Brownell	Brownell
Week 7: Oct 21 & 23	MIDTERM EXAM	No Seminar	No Readings
Week 8: Oct 28 & 30	Economic Anthropology	HRAF Presentations	No Reading
Week 9: Nov 4 & 6	Religion	Seminar 6- Documentary- "Roots of Love"	Nayar
Week 10: Nov 11 & 13	Remembrance Day No Class	HRAF Presentations	No Reading
Week 11: Nov 18 & 20	Fieldtrip	Seminar 7 – documentary "Crossing Arizona" – everyone come at 12:30	Holmes, Foreword, Introduction, Ch. 2 & Ch. 3
Week 12: Nov 25 & 27	Migration	Seminar 8- Holmes	Holmes Ch. 4 & Ch. 5
Week 13: Dec 2 & 4	Medical Anthropology	Seminar 9 - Holmes	Holmes Ch. 6 & Ch. 7
Week 14: Dec 9 & 11	Political Anthropology, Social Order & Social Conflict	Seminar 10 - TBA	TBA

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