



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:	Y213
(d)	Phone:	(250) 370 3344
(e)	Email:	Kilburn@camosun.bc.ca
(f)	Website:	<a href="http://www.faculty.camosun.ca/nicolekilburn">www.faculty.camosun.ca/nicolekilburn</a>

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) Texts

Haviland, W., Prins, W., Walrath D., & McBride, B. (2015). The Essence of Anthropology. 4<sup>th</sup> edition. Belmont, CA: Thomson Wadsworth.

(b) Other

Resources may be posted on my website throughout the semester to help support student learning. This will always be mentioned in class.

#### **4. Basis of Student Assessment (Weighting)**

##### **(a) Assignments (35%)**

##### **Paleo Diet in Anthropological Perspective essay (5%)**

DUE Tuesday, February 2

What is the Paleo diet? How can we apply an anthropological perspective to critically evaluate this diet trend? Review the resources linked off my website and write a short essay (3-5 pages long, double spaced) that presents the key underpinnings of this diet, and then critically evaluate it with the help of Marlene Zuk and Christina Warriner. Keep in mind that you are not in a position to evaluate the nutritional merits or limitations of the diet; you are applying your understanding of evolution and anthropology. Don't forget in text and full citations for the resources (APA style please).

##### **Cultural Diversity Assignment (10%)**

DUE Thursday February 23

Since 2008 UNESCO has inscribed 391 expressions of culture from around the world. The diversity is incredible, and searching through the list uncovers brief written summaries, photographs, and often short videos. Enjoy browsing the list linked off my website, and choose **3** to summarize in a short written assignment. Many different forms of culture are represented, from every continent of the globe. Please try to choose examples from different regions, and different styles of culture (ie. not three different dances). For each, consider the following questions:

- In what way is this an important part of culture?
- Who is involved and what purpose(s) does it serve (ie. what does it communicate)?
- What elements of modernity threaten the vitality of this cultural tradition?

Your assignment should be approximately 5 pages in length, double spaced, and 12 point font. Include a brief introduction and conclusion to tie everything together. Don't forget to source the website!

##### **Socio-Linguistics Assignment (10%)**

DUE Thursday, March 31

Language is an integral part of culture. As a result, different cultural groups or activities have their own language terms, known as jargon. In an effort to explore socio-linguistics as it applies to your own life, choose a social group that you are part of and create at least 1 page of jargon that is used in this group. Examples include: Internet gaming, Twitter/social media language, sports terminology, workplace jargon, and cooking jargon.

As part of your list of jargon, please define each term presented as you understand it to be used. Then write a short (approximately 2 page, 12 font, double-spaced) summary of the cultural context in which this language is used. Who uses this language (is it age specific, gender-specific, socio-economic, etc...) and where would you encounter it geographically? What are your thoughts about how or why this language may have developed in this group of people? For example, do you think it is for efficiency, identity, the "cool" factor, or other reasons? I do not expect any outside research for this assignment, but if you use extra resources they must be properly cited.

##### **Class participation exercises (10%)**

Throughout the semester there will be short in class exercises that will help students learn key concepts. These exercises are completed and handed in during class; if you are not in class, you will not receive the mark. There are 10 throughout the semester, each worth 1%. If you miss class there is no opportunity to make up these short in class exercises.

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.

**(b) Exams (65%)**

There are 3 exams; the first two exams are worth 20% and the final exam is worth 25% of your final mark. Exams are not cumulative, and consist of multiple choice, various sections of short answers, and one or two longer/essay style answers.

**Midterm 1: Tuesday February 9**

**Midterm 2: Tuesday, March 15**

**Final exam:** 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.

## 5. Grading System

(*No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.*)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent performance.	9
85-89	A	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.	8
80-84	A-		7
77-79	B+		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.
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.	1
0-49	F	Minimum level has not been achieved.	0

Grade descriptions come from The 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](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. ( <i>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.</i> )
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.

## 6. 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 the College web site in the Policy Section.

## 7. Course schedule Class meets on Tuesdays and Thursdays from 1:00-2:20pm in Y214

Week	Lecture Topics	Readings
1 Jan. 11-17	Registration list and course outline and introduction to anthropology	Chapter 1 p. 3-18 and p. 24-28
2 Jan. 18-24	Introduction to Primates	Chapter 3, original study p. 43
3 Jan. 25-31	How can studying primates and human evolution help us understand ourselves?	Chapter 4
4 Feb. 1-7	Using Archaeology to think about social complexity and domestication	Chapter 1p. 20-23 (including Table 1.1); Chapter 5 p. 112-117; chapter 6
5 Feb. 8-14	<b>Midterm exam 1</b> ; What is Culture?	Chapter 8
6 Feb. 15-21	Fieldwork, and the Study of Culture; no class Thursday (reading break)	Chapter 8; (review chapter 1 content on fieldwork)
7 Feb. 22-28	Kinship: Marriage and Family	Chapter 12 ; Chapter 13 p.269-279
8 Feb. 29-March 6	Subsistence, Social Organization and Economics I	Chapter 11
9 March 7-13	Subsistence, Social Organization and Economics in a Globalized world	
10 March 14-20	<b>Midterm exam 2</b> ; Thursday's lecture topic to be announced	TBA
11 March 21-27	Gender Identity in Cross cultural Perspective	Chapter 10
12 March 28-April 3	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9 p. 181-191
13 April 4-10	Human Variation and the Concept of Race	Chapter 7
14 April 11-17	Globalization and a Modern World	Chapter 16