

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b>  <b>ANTH 104-002</b>  <b>Introduction to Anthropology</b>  <b>Fall 2016</b></p>
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## 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:	M 12:30-1:30; T 3:30-4:30; W 12:30-1:30; TH 12:30-1:30 or by appointment
(c)	Location:	Young 213
(d)	Phone:	370 3344
(e)	Email:	<a href="mailto:kilburn@camosun.bc.ca">kilburn@camosun.bc.ca</a>
(f)	Website:	<a href="http://www.faculty.camosun.ca/nicolekilburn">www.faculty.camosun.ca/nicolekilburn</a> ** I am using D2L for the gradebook and to share a class assignment this semester, but otherwise all information related to this course is found on the “ANTH 104” page of this website. Please let me know if you run in to any problems!

### 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 (35%)**

###### **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. 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 to directly address the given question (below), and use specific examples from the discussion to make your points. Please include the full citation of the resource you considered at the end of your assignment.

1. How can studying primates help us understand ourselves?  
Discussion in class Tuesday, **September 27**, write up due Tuesday, **October 11**
2. How can cross cultural studies highlight the different functions of marriage that make this institution so important?  
Discussion in class Tuesday, **October 18**, write up due Tuesday, **October 25**

###### **Ethnobotany Project (10%) Due THURSDAY 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. Ethnobotany helps 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. Since 2012 anthropology students have been researching native plants that have been planted around Camosun's Na'tsa'maht Gathering Place, and have been contributing to the plant tags and website that make this garden a "living lab" space on campus. Students in the fall term will help to complete the project by choosing one of the remaining plants on the list and using various types of knowledge, which can include academic sources as well as indigenous community knowledge bearers to compile information for the plant tag and website content. Content will be presented in templates (available on my website): one for the concise plant tag and a more in depth document for the website (this should be about 2 pages long plus photographs, and all research material must be fully and properly cited).

###### **Gender in Cross Cultural Perspective (10%) DUE THURSDAY DECEMBER 1**

What is gender? The textbook definition is obscure: the cultural elaborations and meanings assigned to the biological differentiation between the sexes. Using the limited resources in the textbook (basically chapter 10, from pp.206-215) and the resources linked off my website (and additional resources if you like based on your interests), write an essay 4-5 pages in length that explains what this definition means. Is gender about sexual orientation? Is it performance? Is it the same for all humans, or does it vary in different cultural contexts? You are all experts in gender, so use examples from your own cultural expertise to present the prevailing North American cultural interpretation of gender (which tends to be quite binary), and use some cross cultural examples for comparison. Remember to fully cite your resources as in-text citations and at the end of your essay.

### **Class participation exercises (5%)**

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. If you miss class there is no opportunity to make up these short in class exercises. There will be 8-10 exercises throughout the semester as time permits.

### **General notes about late assignments and missing class:**

- 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!
- 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 (65%):**

There are 3 exams throughout the semester; the one you score the lowest on will be worth 20%, and the other two will be worth 22.5% each. 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-	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	4
65-69	C+		3
60-64	C	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.	2
50-59	D		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](http://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>
<b>I</b>	<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.
<b>IP</b>	<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 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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](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 on the College web site in the Policy Section.

6. Class schedule: class meets Tuesday and Thursday from 2:00-3:20 pm

Week	Lecture Topics	Readings
1 Sept 5-11	T: Registration list and course outline and TH: What is anthropology and how is it relevant today?	Chapter 1 p. 2-16
2 Sept 12-18	Fieldwork and Ethics: Anthropologists at work	Chapter 1 p. 16-20, 24-28; Of Softball Bats and Fishnets; My Summer in the Alaskan Bush (linked off my website)
3 Sept 19-25	T: What is culture? Commodification, appropriation, revitalization TH: Introduction to Primates	Chapter 8 Chapter 3
4 Sept 26- Oct 2	T: What can we learn about ourselves by studying primates? <b>Class discussion on primate behaviours</b> TH: A brief overview of human evolution	Chapter 4
5 Oct 3-9	T: Sasquatch Science; Using the Scientific Method in anthropology TH: <b>Midterm exam 1</b>	
6 Oct 10-16	T: Ethnobotany; the human use of plants <b>Primate behavior write up due Tuesday</b> TH: Why kinship matters	Chapter 13 p. 269-280
7 Oct 17-23	T: Kinship, continued, with a <b>class discussion about marriage</b> TH: Subsistence, Social Organization and Economics	Chapter 12
8 Oct 24-30	T: Subsistence, Social Organization and Economics, cont.... <b>Marriage write up due Tuesday</b> TH: Lekwungen pit cook as participatory learning	Chapter 11
9 Oct. 31- Nov. 6	T: Modern food systems, food sovereignty, and class discussion about the pit cook TH: Introduction to archaeology	Chapter 1 p. 19-23 Chapter 6 p. 125-135
10 Nov 7-13	T: Archaeology, cont. <b>TH: Midterm exam 2</b>	No readings
11 Nov 14-20	Socio-Linguistics; The Connection Between Language and Culture	Chapter 9 p. 181-191; <i>Vanishing Voices</i> (linked off website), check out the First Voices website (linked off website)
12 Nov 21-27	Human Variation and the Concept of Race	Chapter 7
13 Nov 28- Dec 4	Globalization and the role of anthropology <b>Gender essay due Thursday</b>	Chapter 16
14 Dec 5- 11	T: <i>Advertising Missionaries</i> TH: wrap up and discussion	No readings

\* The pit cook will run throughout the entire day on Thursday, Oct. 27. It is a unique opportunity for hands on learning, and I encourage you to come for as much of the day as

possible (things start at 7am and there are lots of things to do to help out!) I am happy to connect with professors in other classes to explain your absence.