



**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 3-4pm; T 11-12, 2-2:30pm; TH 11-12, 2-2:30pm; F 2-2:30pm	
(c)	Location:	Y213	
(d)	Phone:	(250) 370 3344	
(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) Texts**

Muckle, Robert and Laura Tubelle de Gonzalez  
 2016 *Through the Lens of Anthropology*. University of Toronto Press.

**(b) Other**

A few resources are posted on my website to supplement the textbook. They are noted in the course schedule.

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

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

##### **Adobe Spark Video Assignment: “Digital Flashcards” study aids (10%) Due dates vary depending on your chosen topic**

Yes, you are being asked to pull out your smart phone for an assignment! Adobe Spark Video is a great **free** app that helps you quickly and easily create short videos on a phone, tablet or computer to present content. The combination of visuals and audio will let you share a key concept of anthropology, showing that you not only understand it but can help others learn about it too. Throughout the semester you will choose one concept from a list that will be handed out in class in the first week. Your mission is to create a short video (likely between 2-3 minutes) that teaches this concept, starting with notes from the textbook and lecture but then applying it to an example(s) that are personally interesting to make the concept relevant to others. To hand your assignment in, you will choose the option to share the link via email, and you will send it to me at [kilburn@camosun.bc.ca](mailto:kilburn@camosun.bc.ca). All videos will be posted anonymously so as you are preparing to share it, please delete the author info. Once I have reviewed the video I will post it to D2L so that others in the class can use them to help study for exams. Examples will be provided in class and on my website, along with a detailed explanation of the assignment. If you do not have a smartphone or tablet to be able to use this app, you can use the software on a conventional computer or create a Powerpoint presentation that presents the content in a similar way. Please come and talk to me if you have any questions or concerns.

##### **Mysteries of Catalhoyuk archaeology worksheet (5%) Due Thursday, February 2**

To understand some important concepts in archaeology students will visit the website for the archaeological site of Catalhoyuk in Turkey. The website is a great example of public archaeology; it invites the public to explore some of the findings and interpretations about what people were doing at this site. Students will complete a worksheet pertaining to the site, linked off my website. A full assignment description is online along with the worksheet.

##### **Video response (5%) Due Tuesday March 9**

Have you heard of the human microbiome? This ecosystem, populated by over 30,000 different species or organisms, is an anthropogenic (human made) ecosystem; it is influenced by individual activities such as diet and hygiene, and though not given much thought until very recently, seems to have significant consequences to our health. Students will watch a recent Nature of Things documentary called *It Takes Guts* (linked off my website) and complete a video response (also linked off my website) that will help incorporate the material from the documentary into a biocultural discussion of diet, health, and human behaviours that we will have in class.

##### **Cultural Diversity Assignment (10%) Due Tuesday April 11**

Since 2008 UNESCO has inscribed over 400 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 properly cite the website using the APA style!

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

Throughout the semester there will be 2 in-class discussions where students come ready to share information from a designated article they have read ahead of time. Attendance will be taken in these classes, and students who clearly have not come prepared will not receive a participation mark in these classes (worth 1% each). There are also a number of short in class exercises that are completed and handed in during class that earn participation marks. These are designed to help students learn key concepts; if you are not in class, you will not receive the mark and 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.

If you submit a written assignment via email to get it in on time, it is your responsibility to bring me a hard copy to mark. I cannot print off emailed assignments, and they will get buried in my inbox, so PLEASE bring me a hard copy as soon as possible so that your assignment gets marked.

### **(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: Thursday February 9**

**Midterm 2: Thursday March 16**

**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.

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.	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.	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 12:30-1:50pm in Y214**

<b>Week</b>	<b>Lecture Topics</b>	<b>Readings</b>
<b>1</b> Jan. 9-15	T: Registration list and course outline TH: introduction to anthropology	Text chap. 1; <i>Anthropology Inc.</i> (linked off my website)
<b>2</b> Jan. 16-22	T: What is culture? TH: How do anthropologists collect and interpret data?	Text chap. 8
<b>3</b> Jan. 23-29	T: Why do anthropologists study primates? TH: Thinking about primate behaviours <b>(in class discussion)</b>	Text chap. 2; class discussion reading linked off website
<b>4</b> Jan. 30-Feb. 5	The story of human evolution, in very abbreviated form	Text chap. 4 to p. 86, chap. 5
<b>5</b> Feb. 6-12	T: <b>Midterm exam 1</b> TH: Using archaeology to think about social complexity and domestication	Text chap. 6, chap. 7
<b>6</b> Feb. 13-19	<b>Reading Break</b>	
<b>7</b> Feb. 20-26	T: Archaeology, cont... <b>Catalhoyuk worksheet due</b> TH: Kinship: Marriage and Family <b>(in class discussion)</b>	Text chap. 11; class discussion reading linked off website
<b>8</b> Feb. 27-March 5	T: Kinship, cont TH: Subsistence, Social Organization and Economics	
<b>9</b> March 6-12	Subsistence, Social Organization and Economics, cont... <b>Video response due</b>	Text chap. 12
<b>10</b> March 13-19	T: Subsistence, Social Organization and Economics in a Globalized world TH: <b>Midterm exam 2</b>	
<b>11</b> March 20-26	Gender Identity in Cross cultural Perspective	<i>Two Spirits: The Story of a movement unfolds; A Map of Gender Diverse Cultures</i> (both linked off the website)
<b>12</b> March 27- April 2	Socio-Linguistics; The Connection Between Language and Culture	Text chap. 9
<b>13</b> April 3-9	Human Variation and the Concept of Race	Text concept of race p.88-89; <i>The Myth of Racial Superiority in Sports</i> (linked off the website)
<b>14</b> April 10-16	Anthropology and Sustainability <b>Cultural diversity assignment due</b>	Text chap. 14

The final exam will be during the college exam period.