



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:	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 will be posted on my website throughout the semester to supplement the textbook. They are noted in the course schedule.

4. Basis of Student Assessment (Weighting)

(a) Assignments (40%)

Course reflection (5%)

Completed in class (students must be in class to be able to submit the assignment)

Our institutional system has set up the frames of reference for how to quantify and measure success: marks, GPA, completion rates, etc.... These can be limiting. We are more than numbers, and many of our experiences cant be measured in these ways. To make this course meaningful for each student, individuals will spend time in the second day of class writing about why they are in the class/in school, and how they will define success in the semester. Near the last day of class these will be handed back to students, and they will be given an opportunity to reflect and re-evaluate what they have got out of the course and how they can apply anthropological perspectives and tools in their own contexts.

Marriage in class discussion and response (5%)

In class discussion: Thursday, September 21

Assignment due: Thursday, September 28

Whenever possible it is great to learn from ones peers! While I encourage questions and discussion in class every day, there are is one class with a 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). Students will be broken into five groups and 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:

How can cross cultural studies highlight the different functions of marriage that make this institution so important?

The write up should be approximately 2 pages, be well organized and clear, and use specific examples from the discussion to make your points.

Pit cook assignment (15%)

Due: Thursday, November 23

On Thursday, October 19 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 19th. 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 foodways and health
- Decolonizing the diet and holistic wellbeing
- Pit cooks as indigenous activism
- Indigenous Food and Reconciliation
- The pit cook as indigenization (ie. bringing indigenous ways of learning and being into a college classroom context)

- Pit cook as a case study of participation observation and applied learning
- An example of community based knowledge exchange

The resulting assignment can take a number of forms; examples include facilitating a class discussion, a 10 minute presentation, a 5 page written paper (double spaced, 12 point font), an art piece that is then presented to the class. Maybe you want to write a children's book and illustrate it to continue the knowledge exchange. Ideas must be discussed with me to make sure they will be appropriate. Please remember that any information used needs to be properly cited to give the appropriate credit where it is due. This includes information learned from knowledge keepers at the event.

Food, Sustainability, and Community (10%)

Due dates: December 5 and 7 (groups will sign up for a specific date)

The two themes of our textbook are food and sustainability. For this assignment, students will work in groups of three or four to prepare a 10 minute presentation about a particular dish of food and its cultural significance. The presentation should also consider how the dish of food, or one of its primary ingredients, is related to issues of sustainability (cultural, environmental or economic). For example, one could examine how an ingredient used in the dish has become difficult to obtain due to its increased cost and the reasons for this. Alternatively, one could consider the way that climate change is making it difficult to grow one or more of the ingredients, therefore connecting it to the issue of environmental sustainability. A description of this assignment, along with the marking key, is posted on our D2L page and my webpage for ANTH 104.

Food is also an important way to build community, and facilitates sitting together once the work is done. It is appropriate, at the end of the term, to come together to share food once our class is completed. Each group will bring a sample of the dish described in their presentation to share with the class.

Class participation (5%)

Attendance will be taken in class as part of participation, and will account for 3 of the 5 marks (attendance at the pit cook is worth 1 mark, which indicates how important this event is to the course). Student participation in conversations, asking relevant questions and providing useful commentary will also contribute to the participation mark.

Other notes: 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.

I do not post my Powerpoints, they are visual aids used in class. If you miss a class, it is your responsibility to get notes from a peer; I am then very happy to discuss concepts during office hours, but wont reteach material that has been missed.

(b) Exams (60%)

There are 3 exams; they are not cumulative, and consist of multiple choice, various sections of short answers, and one or two longer/essay style answers.

Midterm 1: Thursday October 5, worth 15%
Midterm 2: Tuesday, November 7, worth 20%
Final exam: worth 25%

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 to upgrade 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-	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.	2
50-59	D		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 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 3rd 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.

The librarians are excellent resources for guidance on how to find resources, and how to properly cite them.

The Writing Centre offers help on structuring written assignments. They will not edit your work but offer great suggestions on how to strength your writing. They get very busy so book an appointment well in advance.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. Any plagiarized assignment will receive an automatic zero, and repeated plagiarism may lead to a fail in the course.

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.

This policy includes student behavior in class. Please make every effort to come to class on time and not behave in ways that are distracting to other learners in class. This includes being respectful with cellphones and laptops.

7. Course schedule: class meets on Tuesdays and Thursdays from 10:30-11:50am in Y214

Week	Topics	Readings
1 Sept. 4-10	T: Registration list and course outline TH: introduction to anthropology, and why it is useful	Text chap. 1
2 Sept. 11-17	T: What is culture? TH: Fieldwork and ethics: How do anthropologists collect and interpret data?	Text chap. 8
3 Sept. 18-24	Kinship as the basis of social organization (class discussion on marriage Thursday)	Text chap. 11 to p. 256; class discussion reading on marriage linked off website
4 Sept. 25-Oct.1	The cultural construction of gender	Text chap. 11 p. 256-264; <i>Two Spirits: The Story of a movement unfolds</i> ; <i>A Map of Gender Diverse Cultures</i> (both linked off the website)
5 Oct. 2-8	T: exam prep (since this is the first one of the semester) TH: exam 1	No readings
6 Oct. 9-15	Subsistence, social org and economics	Text chap. 10 to p.232 and chap. 12 to p. 280
7 Oct. 16-22	T: the industrial food system, modern diets and health TH: Lekwungen Pit cook as participatory learning	Chap. 10 p. 233-238
8 Oct. 23-29	T: debrief about the pit cook and discussion about final assignment TH: Socio-linguistics	Text Chap. 9
9 Oct. 30-Nov. 5	T: Socio-linguistics TH: Why do anthropologists study primates?	Text Chap. 2
10 Nov. 6-12	T: exam 2 TH: Human evolution, in very abbreviated form (with a focus on food!)	Text chap. 4 to p. 86, chap. 5
11 Nov. 13-19	T: Human Evolution, both Biological and Cultural TH: Stories of Archaeology	Text chap. 6 and 7
12 Nov. 20-26	Archaeology, cont... Pit cook assignments due Thursday, Nov. 23	
13 Nov. 27-Dec. 3	T: How do Anthropologists Think about Race? TH: Anthropology and Sustainability	Text chap. 4 p. 87-88; <i>White Privilege: Unpacking the Invisible Knapsack</i> (linked off website); Text chap. 14
14 Dec. 4-10	Food, Sustainability and Community Group presentations	

The final exam will be during the college exam period.