



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 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%)

Applying anthropological concepts (5 %)

Due dates vary based on chosen topic

Students will choose a concept from the class, briefly present it and then apply it to their own life or community. Topics include:

- How is archaeology relevant in a contemporary world? Please be more specific than stating that “it helps us understand ourselves”, or “is interesting”. Archaeology can be political, controversial, and expensive: why is it important and worth the effort? Thinking about the recent Tsilhqot’in decision with respect to aboriginal title may be an interesting thing to consider here, as it has important consequences for all British Columbians, in a variety of ways. **Due October 16**
- Marriage: how is marriage considered in your own culture? Has it changed since your parents’ generation? Why, and in what ways? **Due October 25**
- Kinship: How do kinship terms define different types of relationships for you? Can you make a comparison to the Eskimo system discussed in class to analyze any differences and think about them more broadly as expressions of other aspects of culture? **Due October 25**
- Cultural construction of identity: names, gender roles. How does your culture define you as a person when it comes to gender? There are so many different examples that you could consider. If you have moved to Victoria recently, can you compare and contrast the constructions and expectations of gender between locations? **Due November 15**
- Thinking about the connections between language and culture. Does the view of the world really change from tongue to tongue? Is this something you can specifically consider and provide examples of based on the language(s) that you speak? **Due December 4**
- If there is another topic you are particularly interested in, please come and talk to me as soon as possible and we can set a due date.

The written assignment (presented in 12 point font and double spaced) should be approximately 3 pages long. The textbook (and class notes) can be used to introduce the topic from an anthropological perspective; this and any other resources used must be fully cited in the APA style.

In class discussion on primates (5%)

Due Wednesday, September 27

Whenever possible it is great to learn from ones peers! While I encourage questions and discussion in class every day, there will be a formal class discussion on Wednesday September 20 where students will come prepared to share information with others in their group to consider the question below. Students will be broken into five groups and each group will be responsible for a different reading (these are 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 studying primates help us understand ourselves?

The write up should be approximately 2-3 pages, be well organized and clear to directly address the question (below), and use specific examples from the discussion to make your points.

100 Mile Diet Challenge (10%)

Due Monday, October 30

This assignment is a tangible way for students to consider their own participation in a globalized world, specifically in terms of food. We rarely think about where our food comes from, apart from a grocery store, but our complex form of subsistence is part of many larger issues like global economics, food security, and even climate change. Students will prepare and eat one meal that consists of food items that originate from within a 100 mile radius of their home and write a summary and commentary of the meal and overall experience with respect to concepts of globalization, economics, subsistence, and food security. Because this assignment will be part of a general class discussion during this class, **no late assignments will be accepted**. A more detailed assignment description is posted online.

Cultural Diversity Assignment (10%)

Due Monday, November 27

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. 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 and various pertinent webpages or videos using the APA style! Please remember not to cut and paste content, you need to be summarizing in your own words. There will be zero tolerance for plagiarism.

Please read the full assignment description that is posted on my website and on our D2L page.

Class participation (5%)

Students who participate in class generally get more out of it! Please come ready to learn, ask questions, and share comments and examples that help us work through concepts. Attendance will be taken the day of the in class discussion, and students who clearly have not come prepared will not receive a participation mark in this class (worth 1%). The same is true on October 30, when students will come ready to share their experiences with the 100 Mile Diet Challenge. 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.

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 unfortunate way to lose marks, and can be avoided by not procrastinating 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 Powerpoint slides. They are visual teaching aids in class that keep me organized, and help students follow key concepts and take notes. If you miss class it is your responsibility

to find someone in class that will share notes, please don't ask me for Powerpoints unless you have a legitimate medical or other excuse that means you have to miss multiple classes. In such cases, please come to my office so that we can talk about it.

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

There are 3 exams; the first exam is worth 20% and the second exam is 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: Wednesday October 11

Midterm 2: Wednesday November 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.

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 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.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. Any plagiarized assignments will receive an automatic zero, and repeated incidents 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.

7. Course schedule Class meets on Mondays and Wednesdays from 2:3:20pm in Y214

Week	Lecture Topics	Readings
1 Sept. 4-10	M: Labour Day, no class W: Registration list, course outline and a brief introduction	Text chap. 1
2 Sept. 11-17	M: What is Culture? W: Anthropology and Fieldwork	Text chap. 8
3 Sept. 18-24	Why do anthropologists study primates? Class discussion Wednesday	Text chap. 2; class discussion reading linked off website
4 Sept. 25-Oct.1	The story of human evolution (biological and cultural), abbreviated version! Assignment due Wednesday	Text chap. 4 to p. 86, chap. 5 (chapter 3 is a good review of evolutionary theory but is optional reading)
5 Oct. 2-8	Using archaeology to think about social complexity and domestication	Text chap. 6 and 7
6 Oct. 9-15	M: Thanksgiving, no class W: Exam 1	No readings
7 Oct. 16-22	Kinship: Marriage and Family (Wednesday guest speaker)	Text chap. 11 to p. 256
8 Oct. 23-29	Subsistence, Social Organization and Economics	text chap. 10; chap. 12 to p. 280
9 Oct. 30-Nov. 5	M: Subsistence, Social Organization and Economics in a Globalized world 100 Mile Diet assignment due W: The Cultural Construction of Gender and Identity	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)
10 Nov. 6-12	M: The Cultural Construction of Gender and Identity W: Exam 2	Finish gender readings
11 Nov. 13-19	M: Remembrance Day, no class W: Socio-Linguistics; The Connection Between Language and Culture	Text chap. 9
12 Nov. 20-26	M: Socio-Linguistics; The Connection Between Language and Culture W: 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)
13 Nov. 27-Dec. 3	M: Human Variation and the Concept of Race Cultural diversity assignment due W: Anthropology and Sustainability	Text chap. 14
14 Dec. 4-10	M: Anthropology and Sustainability W: Applied anthropology and the Future	<i>Anthropology Inc.</i> (linked off my website)

The final exam will be during the college exam period.