



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 (30%)

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 can't be measured in these ways. To make this course meaningful for each student, individuals will spend time in the first 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.

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 18**
- Marriage: how is marriage considered in your own culture? Has it changed since your parents got married? 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 22**
- 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 November 29**
- 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.

Summary and write up based on a class discussion about primates (5%)

Due: September 27

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 primate studies help us understand humans in new ways?

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

Food, Sustainability, and Community (10%)

Due: December 6

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%)

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%). There are also a number of short in class exercises or discussions 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 (70%)**

There are 3 exams; the first exam is worth 20% and the second exam and final exam are each 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: October 4

Midterm 2: November 8

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 Wednesdays from 5:30-8:20pm in Y214

Week	Lecture Topics	Readings
1 Sept. 4-10	Registration list and course outline; introduction to anthropology	Text chap. 1; <i>Anthropology Inc.</i> (linked off my website)
2 Sept. 11-17	What is culture? How do anthropologists collect and interpret data?	Text chap. 8
3 Sept. 18-24	Why do anthropologists study primates? (in class discussion)	Text chap. 2; class discussion reading linked off website
4 Sept. 25-Oct.1	The story of human evolution, in very abbreviated form Primates assignment due	Text chap. 4 to p. 86, chap. 5
5 Oct. 2-8	exam 1; Using archaeology to think about social complexity and domestication	No readings
6 Oct. 9-15	Archaeology	Text chap. 6, chap. 7
7 Oct. 16-22	Kinship: Marriage and Family	Text chap. 11; class discussion reading linked off website
8 Oct. 23-29	Subsistence, Social Organization and Economics	Text chap. 10
9 Oct. 30-Nov. 5	Subsistence, Social Organization and Economics in a Globalized world	Text chap. 12
10 Nov. 6-12	exam 2; post exam lecture topic TBA	No readings
11 Nov. 13-19	Gender Identity in Cross cultural Perspective	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)
12 Nov. 20-26	Socio-Linguistics; The Connection Between Language and Culture	Text chap. 9
13 Nov. 27-Dec. 3	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)
14 Dec. 4-10	Food, Sustainability and Community Group presentations and wrap up	Text chap. 14

The final exam will be during the college exam period.