



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-104-006
Introduction to Anthropology
Fall 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Nicole Kilburn
(b) Office hours	Tuesday and Thursdays 11:30-1:00pm, Wednesdays 3:30-4:30pm, or by appointment
(c) Location	Young 213
(d) Phone	(250) 370 3344 Alternative: _____
(e) E-mail	kilburn@camosun.bc.ca
(f) Website	https://sites.camosun.ca/nicolekilburn

2. Intended Learning Outcomes

Upon completion of this course a 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 additional resources are posted for students on my ANTH 104 webpage.

4. Course Content and Schedule

Week	Topics	Readings
1 Sept. 3-9	Registration list and course outline Introduction to anthropology	Text chap. 1
2 Sept. 10-16	What is culture? Food as an expression and performance of culture and identity (tutorial 1)	Text chap. 8
3 Sept. 17-23	Primates Human evolution	Text chap. 2, chap.4 to p. 86
4 Sept. 24-30	Human evolution lab Meet the genus Homo	
5 Oct. 1-7	Exam 1 archaeology	Text chap. 5
6 Oct. 8-14	Archaeology (including Turkeyhead lab)	Text chap. 6
7 Oct. 15-21	Kinship (tutorial 2)	class discussion about marriage reading linked off website Text chap. 11 to p. 256
8 Oct. 22-28	social organization, subsistence, and economics	Text chap. 10 and chap. 12 to p. 288
9 Oct. 29- Nov. 4	Power, politics, the industrial food system, and health	
10 Nov. 5-11	Exam 2 Linguistic anthropology	
11 Nov. 12-18	Socio-linguistics and language revitalization (including an applied lab)	Text chap. 9
12 Nov. 19-25	Gender 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 my website)
13. Nov. 26- Dec. 2	Anthropology and Sustainability	Text chap. 14
14. Dec. 3-9	Applying anthropology in a modern world	AAA statement on race text p. 87-88; <i>White Privilege: Unpacking the Invisible Knapsack</i> (linked off website); <i>Anthropology Inc.</i> (linked off my website)

5. Basis of Student Assessment (Weighting)

(a) Assignments

Tutorials

The following are in class discussions and directed group responses that encourage students to explore topics and learn from their peers.

- **Food, culture and identity (5%)** September 12

Students will apply their learning about culture by examining the relationship between food and identity. We may not think about it very much, but we reinforce or challenge our identities on a daily basis through our behaviour and our interactions with others, whether it's our choice of clothing, the way we speak, or the food we eat. Students will choose a food that is significant to their identity in some way and write two paragraphs (150-200 words) about the food and why it is significant to their identity (applying concepts presented in Chapter 8 of the textbook around "culture", "subculture" and "identity markers"). Students will bring this typed paragraph to class along with enough of this food to share with a group of 5 (including themselves). In groups of 4 or 5, each student will explain their food of choice to their peers. There will be an opportunity to sample the food and discuss the concepts of culture and identity that are central to anthropology. A full assignment description is posted on my website, which includes some examples and an explanation of how the assignment will be evaluated. Please note that you can only earn marks for this assignment by attending class and participating by handing in the written paragraph and sharing food.

- **Marriage in class discussion and response (5%)** October 18

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 and write a short article summary (~1 page) that will be handed in at the end of class on October 18 (guidance on how to write an article summary is posted on D2L). In class, students will work in small groups and share what they have learned from their various articles to collaboratively answer the following question: Using examples, discuss various functions of marriage that are highlighted when this social institution is considered in cross-cultural perspective. The group's answer, along with each individual group member's summary, will be stapled together and submitted at the end of class. This tutorial is worth 5%; the summary component will be worth 3% while the group response will be worth 2%. If you miss class you cannot make up the group response component of this assignment.

In class labs (7.5%)

- **Human Evolution** September 26
- **Archaeology** October 10
- **Linguistics** November 14

Hands on learning is fun, and easier to remember! Throughout the semester there will be 3 in class labs that will have questions that students complete, generally in pairs, and hand in at the end of the class period. Because the questions relate to stations set up in the classroom, these labs cannot be completed if you miss the class. Each lab is worth 2.5%

Video response (2.5%)

Due November 28

Why are languages important, and what is at stake when languages are threatened with extinction? The In the 2017 budget, the federal government promised \$90 million in funding to "preserve, protect and revitalize" Indigenous languages over three years, and earlier in 2018 the BC provincial government committed \$50 million to this work; understanding this investment is important for all Canadians. Students will watch a documentary in class on November 14 and complete a video response (the Word document is linked off my website).

Participant observation assignment (20%)

Due: November 14

There are 2 different events on campus in October that students can choose to attend to practice a key fieldwork technique for data collection in anthropology: participant observation. Students will decide on a topic of interest and then attend the event to experience it first hand and talk to people participating in the event to collect information relevant to the topic. Following the event, students will do a small amount of research to provide some context for their own observations and complete their assignment. The assignment can be completed in a number of formats, which are described in a document posted on D2L and my ANTH 104 webpage.

Option 1: Camosun's first EVER farmer's market Wednesday October 3

There are many topics of interest that can be considered in the assignment, including:

- How does buying food from local farmers affect our communities?
- Food security (how accessible is local food? What are the barriers to accessing this type of food regularly as a student? Are there creative ways to address these barriers to improve access, and why is this important? All of these questions can be explored by visiting with Kim Cummins of the Shelbourne Community Kitchen, who will be representing the organization at the event.)
- Food literacy and health

Option 2: pit cook Friday October 19

Every year Camosun College's Indigenous Studies Program hosts a pit cook on the lawn in front of the Young Building. 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! There are many topics of interest that can be considered in the assignment, including:

- Traditional foodways and health
- Decolonizing the diet and holistic wellbeing
- Practicing food culture as indigenous activism
- Food sovereignty and Reconciliation
- The pit cook as indigenization (ie. bringing indigenous ways of learning and being into a college classroom context)
- The pit cook as an example of community based knowledge exchange

(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: Wednesday October 3, worth 15%

Midterm 2: Wednesday, 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.

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.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following grading system is used at Camosun College:

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-		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

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

