



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**ANTH-220-001**  
**Cultural & Social 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.*

Anthropology 220 builds upon topics introduced in Anthropology 104, such as marriage, kinship and economics. By no means will the lectures repeat what you learned in 104. I will also be new topics such as the anthropology of childhood, political anthropology, migration, and medical anthropology. This course is set up as a seminar course; this means I will be giving lectures on the Tuesday, and on Thursday the class will split into two seminar groups. During the seminars you will be able to apply the concepts that you learned in the lecture to current readings in anthropology.

**1. Instructor Information**

<b>(a) Instructor</b>	Tara Tudor	
<b>(b) Office hours</b>	Wed 1:30-2:20, or by appointment	
<b>(c) Location</b>	Young 212A	
<b>(d) Phone</b>	250-370-3375	<b>Alternative:</b> _____
<b>(e) E-mail</b>	<a href="mailto:tudor@camosun.bc.ca">tudor@camosun.bc.ca</a>	
<b>(f) Website</b>	_____	

**2. Intended Learning Outcomes**

Upon completion of this course the student will be able to:

1. Define the concept of culture and explain its significance as the human mechanism for adapting to and transforming the world.
2. Explain how and why anthropologists do ethnographic fieldwork.
3. List the characteristics of language and distinguish between language and non-human animal communication systems.
4. Explain and give examples of the relationship between language and culture.
5. Describe the major types of subsistence strategies that humans use to meet biological and culturally constructed needs.
6. Explain the functions of ideological systems in all human societies.
7. Describe cultural variations in sexual practices, marriage, family form, and gender relations from an anthropological perspective.
8. Outline the types and extent of inequality in the contemporary world.
9. Assess concepts of development and the impact of globalization on indigenous and traditional peoples.
10. Undertake small projects that replicate ethnographic fieldwork.
11. Use the World Wide Web to investigate issues of interest to cultural anthropologists.
12. Construct anthropological genealogies to interpret cross-cultural features of kinship, descent and marriage.

13. Using a variety of anthropological sources, research and write papers in anthropological style.
14. View human behaviour from a cultural anthropological perspective.
15. Celebrate cultural and linguistic diversity.
16. View global capitalism and world poverty from an anthropological perspective.
17. Demonstrate a respect for the survival strategies that Third and Fourth World peoples use to cope with the consequences of systemic poverty.

## Course Objectives

### During this course, you will learn

- The ways anthropology is relevant and can be applied to daily, contemporary life
- Important terms and concepts in anthropology
- And theories, themes and debates in anthropological thought

### These objectives will be achieved through:

- Critical reading/analysis of the literature and film
- Short writing assignments,
- Lectures,
- Classroom discussion and activities,
- Applied group project or research project

### To be successful in these objectives, you are expected to:

- Attend class regularly,
- Actively participate in the class discussions, activities and readings, and
- Study and review class materials for the exams

## 3. Required Materials

Introductory textbooks are helpful in a first year course as a way to expose students to the central approaches and concepts in anthropology. However, they rarely give students a clear sense of the types of questions cultural anthropologists ask, and how we go about conducting research. The best way to understand these things is to read ethnographies. Ideally, I would have you read two or three ethnographies over the semester. For this course, we will make do with one ethnography and several articles. The ethnography is for sale in the bookstore. The articles and book chapters are available through D2L. Students are responsible for coming to class with the week's reading completed. There is now an open access textbook available for anthropology. This textbook is not required material for the course, but is available for free if you would like to refer to it.

### (a) Books (required)

Holmes, Seth

2013 Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press.

Walsh, Andrew

2012 Made in Madagascar: Sapphires, Ecotourism and the Global Bazaar. University of Toronto Press.

### (a) Books (optional)

Brown, N., McIlwrath, T. and Tubelle De Gonzales, L.

2017 Perspectives: An Open Invitation to Cultural Anthropology. (Open access textbook)

### (b) Additional Readings (required)

The articles can be found on the content page in D2L

Collard C. & S. Kashmeri.

2016 Embyro Adoption; Emergent Forms of Siblingship among Snowflake Families. In

De Boek, J.

2009 At Risk, as Risk: Abandonment and Care in a world of Spiritual Insecurity. In Devil's Children: From Spirit Possession to Witchcraft. Routledge.

Guo, E.

2018 Here's What Really Happens to Your Used Clothes. Retrieved from <https://www.racked.com/features>

Mayblin, M.

2010 Learning Courage: Child Labour as Moral Practice in Northeast Brazil. *Ethnos*, 71(1), 23- 48.

Newhouse, David

2011 Urban Life: Reflections of a Middle Class Indian. In *Aboriginal Peoples in Canadian Cities: Transformations and Continuities*. Eds Howard, H and C. Proulx. Waterloo, Ontario: Wilfred Laurier University Press

Smith, D.

2006 Love and the Risk of HIV. In *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Chicago: University of Michigan Press

Wardlow, H.

2006 All's Fair When Love is War: Romantic Passion and Companionate Marriage Among the Huli of Papua New Guinea. In *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Chicago: University of Michigan Press.

#### 4. Course Content and Schedule

Week	MONDAY	WEDNESDAY	READINGS
Week 1: Sept 3 & 5	<b>LABOUR DAY</b>	Course Overview	No Reading  <i>Audio-file from Savage to Self: Anthropology in Crisis</i>
Week 2: Sept 10 & 12	Review of Key Concepts  Fieldwork & Ethnography	Seminar 1 – What is Culture? Discussion of Newhouse article & audio-file <i>Anthropology in Crisis</i> ,	Newhouse article and Walsh introduction
Week 3: Sept 17 & 19	Theory In Cultural Anthropology	Seminar 2 - Discussion of “From Savage to Self” episodes and Walsh (intro)	<i>From Savage to Self audi-files Culture Goes Plural, and Participating and Observing</i> and Walsh Ch. 1
Week 4: Sept 24 & 26	Economic Anthropology	Seminar 3 - Discussion of Walsh Ch. 1 & 2	Walsh Ch. 2 – 4*
Week 5: Oct 1 & 3	Kinship and Childhood	Seminar 4 - Discussion of Mayblin and Collard articles*	Mayblin and Collard & Kashmeri articles*
Week 6: Oct 8 & 10	<b>THANKSGIVING</b>	Midterm Review	
Week 7: Oct 15 & 17	<b>MIDTERM EXAM</b>	Seminar 5 Film – Gringo Trails	
Week 8: Oct 22 & 24	Marriage and Gender	Seminar 6 – Discussion of Wardlow and Smith articles*	Wardlow and Smith articles*
Week 9: Oct 29 & Oct 31	Art and Visual Anthropology	Group Project Meeting	Reading TBD
Week 10: Nov 5 & 7	Anthropology of Religion  Seminar 7: Discussion of de Boek	Political Anthropology	de Boek article*
Week 11: Nov 12 & 14	<b>REMEMBRANCE DAY</b>	Globalisation and Migration  <b>Everyone comes at 2:30</b>	Holmes Chapters 1-4 *
Week 12: Nov 19 & 21	Globalisation and Migration  Seminar 8: Discussion of Holmes Ch. 1-4	Guest Speaker  <b>Everyone comes at 2:30</b>	Guo article
Week 13: Nov 26 & 28	Medical Anthropology	Seminar 9 – Discussion Holmes Ch. 5-7	Holmes Chapters 5- 7*
Week 14: Dec 3 & 5	Presentations	Presentations	

**\*\*\* Please note that the key concepts are from the lecture material only. Additional key concepts will be introduced through the ethnography and articles.**

**Week 1**

**Topics**

- *Cultural Anthropology*
- *Culture*
- *Globalization*
- *Power*

**Key Concepts**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <i>Cultural anthropology</i></li><li>• <i>Ethnocentrism</i></li><li>• <i>Cultural relativism</i></li><li>• <i>Holism</i></li><li>• <i>Globalization</i></li><li>• <i>Time-space compression</i></li><li>• <i>Flexible accumulation</i></li><li>• <i>Uneven development</i></li><li>• <i>Increased migration</i></li><li>• <i>Norms</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Values</i></li><li>• <i>Symbol</i></li><li>• <i>Mental maps of reality</i></li><li>• <i>Power</i></li><li>• <i>Stratification</i></li><li>• <i>Hegemony</i></li><li>• <i>Habitus</i></li></ul> |
|--|---|

*Required Reading:*

**Week 2**

**Topics**

- *Fieldwork*
- *Ethnography*

**Key Concepts**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <i>ethnography</i></li><li>• <i>ethnology</i></li><li>• <i>ethnographic fieldwork</i></li><li>• <i>participant-observation</i></li><li>• <i>reflexivity</i></li><li>• <i>interview</i></li></ul> | <ul style="list-style-type: none"><li>• <i>qualitative data</i></li><li>• <i>quantitative data</i></li><li>• <i>field notes</i></li><li>• <i>rapport</i></li><li>• <i>key informant</i></li><li>• <i>emic</i></li></ul> |
|--|---|

<ul style="list-style-type: none"> <li>• <i>life history</i></li> <li>• <i>polyvocality</i></li> <li>• <i>anonymity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>etic</i></li> <li>• <i>survey</i></li> <li>• <i>intersubjectivity</i></li> <li>• <i>multi-sited ethnography</i></li> </ul>
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*Required Reading:*

- *BBC 4 podcast "From Savage to Self", episode: Anthropology in Crisis*

*Seminar Question*

**Week 3**

**Topics**

<ul style="list-style-type: none"> <li>• <i>Theory</i></li> <li>• <i>Cannibalism</i></li> </ul>
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**Key Concepts**

<ul style="list-style-type: none"> <li>• <i>Unilineal evolution</i></li> <li>• <i>Race theory</i></li> <li>• <i>Historical particularism</i></li> <li>• <i>Biocultural functionalism</i></li> <li>• <i>Structural functionalism</i></li> <li>• <i>Survival cannibalism</i></li> <li>• <i>Medical cannibalism</i></li> <li>• <i>Endocannibalism</i></li> <li>• <i>Exocannibalism</i></li> <li>• <i>Cultural materialism</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interpretive approach</i></li> <li>• <i>Feminist approach</i></li> <li>• <i>Postmodernism</i></li> <li>• <i>Critical approach</i></li> <li>• <i>Structurism</i></li> <li>• <i>Agency</i></li> <li>• <i>Colonialism</i></li> <li>• <i>Orientalism</i></li> </ul>
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*Required Readings*

- *BBC Radio 4 "From Savage to Self", episodes: The Colonials Encounter, Culture Goes Plural, and Participating and Observing*

*Recommended Readings*

- *Conklin, B. (1995) "Thus are our bodies, thus was our culture": Mortuary Cannibalism in an Amazonian Society. American Ethnologist, 22(1), 75-101.*

## Week 4

### Topics

- *Kinship*
- *Adoption*
- *Childhood*

### Key Concepts

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• <i>Kinship</i></li><li>• <i>Lineage</i></li><li>• <i>Clan</i></li><li>• <i>Age grade</i></li><li>• <i>Age set</i></li><li>• <i>Biogenetic kinship</i></li><li>• <i>Sharing based kinship</i></li><li>• <i>Adoption</i></li><li>• <i>Kinning</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Child labour</i></li><li>• <i>Child work</i></li><li>• <i>Kinning</i></li><li>• <i>Developmentalism</i></li></ul> |
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### Required Readings

- *Mayblin - Learning Courage: Child Labour as Moral Practice in Northeast Brazil.*
- *Collard & Kashmeri – Embyro Adoption; Emergent Forms of Siblingship among Snowflake Families*

## Week 5

## Week 6

## MIDTERM EXAM

## Week 7

### Topics

- *Marriage*
- *Gender*

### Key Concepts

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <i>Marriage</i></li><li>• <i>Arranged marriage</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Dowry</i></li><li>• <i>Gender</i></li></ul> |
|--|--|

<ul style="list-style-type: none"> <li>• <i>Companionate marriage</i></li> <li>• <i>Monogamy</i></li> <li>• <i>Polygyny</i></li> <li>• <i>Polyandry</i></li> <li>• <i>Monogamy</i></li> <li>• <i>Endogamy</i></li> <li>• <i>Exogamy</i></li> <li>• <i>Bridewealth</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cisgender</i></li> <li>• <i>Gender performance</i></li> <li>• <i>Gender ideology</i></li> <li>• <i>Transgender</i></li> <li>• <i>Gender stratification</i></li> <li>• <i>Gender stereotype</i></li> </ul>
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**Required Readings**

- *Wardlow – All's Fair When Love is War*
- *Smith – Promiscuous Girls, Good Wives and Cheating Husbands*

**Week 8**

*Topics*

<ul style="list-style-type: none"> <li>• <i>Religion</i></li> <li>• <i>Pentecostal Christianity</i></li> <li>• <i>Witchcraft</i></li> <li>• <i>.....</i></li> </ul>
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*Key Concepts*

<ul style="list-style-type: none"> <li>• <i>Supernatural</i></li> <li>• <i>Religion</i></li> <li>• <i>Deities</i></li> <li>• <i>Animism</i></li> <li>• <i>Animatism</i></li> <li>• <i>Myth/doctrine</i></li> <li>• <i>Ritual</i></li> <li>• <i>Rite of passage</i></li> <li>• <i>Liminality</i></li> <li>• <i>Communitas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Magic</i></li> <li>• <i>Imitative magic</i></li> <li>• <i>Contagious magic</i></li> <li>• <i>Symbol</i></li> <li>• <i>Syncretism</i></li> <li>• <i>Pentecostal Christianity</i></li> <li>• <i>Symbolic violence</i></li> </ul>
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*Required Readings*

- *De Boek "At Risk, as Risk: Abandonment and Care in a World of Spiritual Insecurity"*



## Week 9

### Topics

- *Economic Anthropology*
- *Global economy*
- *Resource extraction*
- *Mining*

### Key Concepts

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <i>Economy</i></li><li>• <i>Food foragers</i></li><li>• <i>Pastoralism</i></li><li>• <i>Horticulture</i></li><li>• <i>Agriculture</i></li><li>• <i>Carrying capacity</i></li><li>• <i>Reciprocity</i></li><li>• <i>Redistribution</i></li><li>• <i>Colonialism</i></li><li>• <i>Modernization theory</i></li><li>• <i>Development</i></li><li>• <i>Dependency theory</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Core countries</i></li><li>• <i>Periphery countries</i></li><li>• <i>Neoliberalism</i></li><li>• <i>Commodity chains</i></li><li>• <i>Flexible accumulation</i></li><li>• <i>means of production</i></li><li>• <i>modes of production</i></li></ul> |
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### Required Readings

- *Jorgensen – Hinterland History: The Ok Tedi Mine and Its Cultural Consequences*
- *Kirsch – CBC Radio “Mining Capitalism”*

### Recommended Readings

*Filer and MacIntyre - Grass Roots and Deep Holes: Community Responses to Mining in Melanesia*

## Week 10

### Topics

- *Migration*
- *Migration Trends*
- *Globalization & Migration*

### Key Concepts

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <i>Migration</i></li></ul> | <ul style="list-style-type: none"><li>• <i>Forced migrant</i></li></ul> |
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<ul style="list-style-type: none"> <li>• <i>South-north migration</i></li> <li>• <i>Macro-structures</i></li> <li>• <i>Micro structures</i></li> <li>• <i>Meso structures</i></li> <li>• <i>Migrant</i></li> <li>• <i>Internal migration</i></li> <li>• <i>International migration</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Refugee</i></li> <li>• <i>Internally displaced person</i></li> <li>• <i>Push-pull</i></li> <li>• <i>Remittance</i></li> <li>• <i>Brain drain</i></li> </ul>
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*Required Readings*

- *Holmes – Fresh Fruit, Broken Bodies, Chapters 1-4*

**Week 11**

*Topics*

<ul style="list-style-type: none"> <li>• <i>Medical Anthropology</i></li> <li>• <i>Cultural competency</i></li> <li>• <i>Health and Inequality</i></li> </ul>
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*Key Concepts*

<ul style="list-style-type: none"> <li>• <i>Health</i></li> <li>• <i>Disease</i></li> <li>• <i>Illness</i></li> <li>• <i>Disease etiology</i></li> <li>• <i>Ethnomedicine</i></li> <li>• <i>Biomedicine</i></li> <li>• <i>Health transition</i></li> <li>• <i>Critical medical anthropology</i></li> <li>• <i>Medicalization</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Medical migration</i></li> <li>• <i>Medical pluralism</i></li> <li>• <i>Illness narratives</i></li> <li>• <i>Clinical gaze</i></li> <li>• <i>Cultural competency</i></li> <li>• <i>Structural competency</i></li> </ul>
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*Required Readings*

- *Holmes - Fresh Fruit, Broken Bodies, Chapter 5-7*

**Week 12**

*Topics*

- *Political anthropology*
- *The State*

- *Nationalism*

**Key Concepts**

<ul style="list-style-type: none"> <li>• <i>Political Anthropology</i></li> <li>• <i>Power</i></li> <li>• <i>Politics</i></li> <li>• <i>Political organization</i></li> <li>• <i>Band</i></li> <li>• <i>Tribe</i></li> <li>• <i>Chiefdom</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>State</i></li> <li>• <i>Governmentality</i></li> <li>• <i>Nation-State</i></li> <li>• <i>Nationalism</i></li> <li>• <i>Nation</i></li> <li>• <i>Imagined community</i></li> </ul>
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**Week 13**

**Topics**

- *Social Conflict*
- *Civil War in South Sudan*
- *Documentary: We Were Rebels*

**Key Concepts**

<ul style="list-style-type: none"> <li>• <i>Ethnicity</i></li> <li>• <i>Ethnic conflict</i></li> <li>• <i>Civil war</i></li> <li>• <i>Feuding</i></li> <li>• <i>Rebellion</i></li> <li>• <i>Revolution</i></li> </ul>
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**Required Readings**

- *South Sudan Humanitarian Project website*

**Week 14**

**Student Presentations**

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments (55%)

#### 1. Seminar Participation (10%)

Your participation mark will come from your attendance and involvement in the seminars throughout the semester. Questions that will guide the seminars are listed under the Detailed Course Schedule section of the syllabus. Students who miss more than three seminars will receive a zero for participation.

#### 2. Seminar Worksheets (5% x 5 = 25%)

It is imperative that all students complete the course readings before seminar and come prepared to contribute. To encourage this, students will be graded on five out of six work sheets pertaining to the readings being discussed in the weekly seminars throughout the semester. The readings for this assignment are marked with an asterisk on your "Course Schedule at a Glance Page". These work sheets will be submitted to D2L through the dropbox. Worksheets must be submitted before seminar and a copy must also be brought to class. Students may only submit one worksheet per week. Please see the rubric for this assignment for the basis upon which this assignment will be graded.

#### 3. Term Paper & Presentation (20%)

Students will be given the option of group or individual project for this semester.

### (b) Exams (45%)

Exams must be written during the scheduled times unless a physician's medical certificate is presented to the instructor. **There will be no exceptions without a medical certificate.** Students will not be permitted to write an additional make-up exam in order to improve a grade. The final exam will be written during the scheduled exam period after the last week of classes in December. **Do not make holiday travel plans until the exam timetable is posted on Camlink.**

#### Dates for the exams are as follows:

Mid-Term (20%):           October 15  
Final Exam (25%):       Examination Period

## 6. Grading System

- Standard Grading System (GPA)  
 Competency Based Grading System

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

It is recommended that for written assignments students use the writing centre and consult the *Social Science Research Manual* (available for purchase in the Camosun College bookstore and on reserve in the library).

### 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, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
[www.camosun.bc.ca/divisions/pres/policy/2-education/2-8](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-8)

## 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 two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

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.

## **9. Instructional Policies**

### **9.1 Late Penalty**

*All assignments must be completed and submitted on the date assigned. All late written work will be penalized **5 percent** per day late, unless an extension is legitimately warranted and approved by the instructor well in advance of the assignment due date. Assignments will not be accepted beyond one week of their due date. Please note that time sensitive material such as seminar papers and group presentation material will not be accepted late.*

### **9.2 Written Assignments**

All assignments must be typewritten, double-spaced, pages numbered and properly cited and referenced using APA referencing format. Undocumented paper (papers without in-text citations) will not be accepted.

### **9.3 Mark/Grade Challenges and Appeals**

A student wishing to question a mark assigned by the instructor on any course evaluation component must clearly articulate in writing the specific element of the assignment being questioned as well as a reason supporting a change in the mark. The Student Appeals Procedure can be found in the college calendar.

### **9.4 Laptops and Cell Phones**

Please turn your cell phone to vibrate and put it away during class. It is distracting and disrespectful to your classmates and instructors to text, play games, or receive calls during class. Laptops are permitted for note taking purposes only, no checking email, working on other assignments, watching movies, etc. Student doing such things will lose the privilege of bringing their laptops to class.

### **9.5 Student Responsibility**

It is each student's responsibility to familiarize her/himself with course and college policies. Students experiencing difficulties during the term are encouraged to talk to the instructor at the earliest opportunity.