



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-104-002
Introduction to Anthropology
Winter 2019

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	1-2pm Monday and Wednesday; 4-5pm Monday, 1:30-3:00pm Thursday 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; Toronto.

(b) Other

A few additional resources are posted for students on my ANTH 104 webpage.

4. Course Content and Schedule

Class meets on Mondays and Wednesdays from 11:30-12:50pm in Y214

WEEK	Topics	Readings
1 Jan. 7-13	M: Registration list and course outline W: What is anthropology?	Chapter 1
2 Jan. 14-20	M: How do anthropologists study humans? Fieldwork and ethics W: What is culture?	Chapter 8
3 Jan. 21-27	M: Food and culture tutorial W: Primates	Chapter 2
4 Jan. 28-Feb. 3	M: Introduction to human evolution W: Bipedalism lab	Chapter 4 to p. 86, Chapter 5
5 Feb. 4-10	M: Human evolution concluded W: Midterm 1	
6 Feb. 11-17	M: Archaeology W: Archaeology lab	Chapter 6 to p. 123, Chapter 7
7 Feb. 18-24	Reading week, no classes	
8 Feb. 25-March 3	M: Kinship W: Marriage tutorial	Chapter 11 to p. 256
9 March 4-10	M: Development of Social Complexity W: Subsistence	Chapter 6 p. 123-134; chapter 12 p. 273-280; Chapter 10
10 March 11-17	M: Complex Subsistence W: Midterm 2	
11 March 18-24	Linguistic Anthropology	Chapter 9
12 March 25-31	Gender from an Anthropological Perspective	Chapter 11 p. 256-264 Another reading will be posted on my website
13 April 1-7	The Anthropology of Race	AAA statement on Race text p. 87-88; <i>White Privilege: Unpacking the Invisible Knapsack</i> (linked off website)
14 April 8-14	Sustainability and Applying Anthropology in an Increasingly Complex World	Chapter 14

5. Basis of Student Assessment (Weighting)

(a) Assignments

Tutorials (10%)

- **Food, culture and identity (5%)** January 21

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 approximately 1 page (250 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 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. Keep in mind that you aren't just bringing in your favourite food, this is an edible expression of your identity and you will need to explain it as such. 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 component and sharing food.

- **Marriage discussion and group response (5%)** February 27

Students will be broken into five groups and each group will be given a different reading (links to the specific readings are on my ANTH 104 webpage). 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 February 27 (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** January 30
- **Archaeology** February 20
- **Linguistics** March 20

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%. Because these labs involve materials that are set up in class, they cannot be made up if you miss class; if there is a medical reason for missing class the lab can be waived and other 2 labs can be reweighted but you **MUST** come and talk to me about it.

Video response (2.5%)

Due March 20

Why are languages important, and what is at stake when languages are threatened with extinction? In the 2017 budget, the federal government promised \$90 million in funding to "preserve, protect and revitalize" Indigenous languages over three years, and 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 *Lakota Rising*, which is linked off my website, and complete a video response sheet (the Word document is linked off my website).

Study Guide assignment (10%)

Due dates vary based on the topics chosen by students

Each student will choose from a list of concepts covered in Anthropology 104 throughout the semester and create an engaging study tool that will be made available to other students (anonymously). A full assignment description is posted on D2L and my website, along with the list of concepts to choose from.

(b) Exams (70%)

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: worth 20%

Midterm 2: worth 25%

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.

A few notes:

1. Try to avoid late assignments, you have plenty of time to get organized and complete your term project in this course and late marks quickly add up. Any project not submitted by the deadline will have 5% deducted per day, including weekends. Yes, brutal! This is the incentive to hone your time management skills, perhaps the most important thing you will learn in your undergrad.

2. All written work that you submit must be your own. Any ideas that you incorporate into your assignment (paraphrased or direct quotes) **MUST** be properly cited to indicate where they came from. Failure to do this is considered plagiarism, which is a serious form of academic dishonesty. This automatically results in a zero for the assignment and must be reported to the dean. The Internet has made it very easy to research, but also to cut and paste content. Students must be careful to keep track of information so that it is properly cited, both intext and with a full citation in the “references cited” section at the end of the assignment. No assignment is too small to not require citations, and all sources consulted must be properly cited. There are many great resources posted on Camosun’s library webpage about how to cite sources; if you have questions please come and get some clarification. I reserve the right to check any assignment with plagiarism detection software.
3. 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 can’t reteach material that has been missed. If you are concerned about your pace of taking notes, feel free to record my lectures, as long as you aren’t sharing them (and with a nod to consent, I would appreciate you talking to me if you plan on recording in class).

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Standard Grading System (GPA) The University of Victoria describes their grading as follows:

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. A student receiving this grade demonstrated a superficial grasp of the material.	1
0-49	F	Minimum level has not been achieved.	0

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARE/Grad.html>

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.

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

Please use my website as there are things posted that may be of interest and help you to understand ideas. If you have questions or concerns about anything we are covering in class, please come and visit me in office hours, I am here to help.

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.