



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-104-002
Introduction to Anthropology
F2019

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:	Tuesdays and Thursdays 11:30-1:00pm or by appointment
(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

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
2019 *Through the Lens of Anthropology*, second edition. University of Toronto Press.

(b) Other

A few resources will be posted on my website throughout the semester to supplement the textbook. They are noted in the course schedule.

4. Course Content and Schedule

This class meets twice a week, On Tuesday and Thursdays from 10-11:20am.

Week	Topics	Readings
1 Sept. 2-8	T: Registration list and course outline TH: introduction to the course	Chapter 1
2 Sept. 9-15	How do anthropologists study humans? Fieldwork and ethics	Chapter 8
3 Sept. 16-22	T: What is culture? TH: food and culture tutorial	Chapter 8 ; Jared Williams radio interview clip from CBC about indigenous food sovereignty; elements from <i>The Care-Takers</i> and <i>The Saanich Year</i> (all links posted on D2L with instructions about what to read)
4 Sept. 23-29	An introduction to linguistic anthropology: ethno-linguistics, language revitalization, descriptive linguistics and language change.	Chapter 9
5 Sept. 30-Oct. 6	T: Finish up linguistics and then time for exam prep TH: exam 1	
6 Oct. 7-13	T: Primates	Chapter 2 (but don't worry about the categories below the order of primate p. 34-38)
	TH: Human evolution, both biological and cultural	Chapters 4 and 5
7 Oct. 14-20	Human evolution, continued	
8 Oct. 21-27	T: archaeology	Chapter 6 (only to page 131); Chapter 7 ; <i>Archaeology of the 99 Percent</i> (link on D2L)
	TH: no class; please participate in Friday's day of learning and pit cook on campus instead	
9 Oct. 28-Nov. 3	T:: debrief pit cook and continue Archaeology TH: finish up archaeology and prep for exam 2	
10 Nov. 4-10	T: Exam 2	Chapter 11 to p. 269
	TH: kinship	
11 Nov. 11-17	T: kinship TH: social organization more broadly (power, authority and political organization)	Chapter 10

12 Nov. 18-24	Social organization, subsistence and economics	Chapter 6 p. 131 to end of chapter); Chapter 12 sections Power, Authority and Prestige; Social Controls and Conflict Resolution; Types of Political Organization; Social Inequality
13. Nov. 25- Dec. 1	T: gender	Chapter 11 p. 269-279
	TH: Anthropology and Sustainability	Chapter 14; <i>The Truth about Sustainable Palm Oil</i> (link on D2L)
14. Dec. 2-8	Applying anthropology in a modern world	Student readings related to final assignment

5. Basis of Student Assessment (Weighting)

(a) Assignments

Tutorials (10%)

Food, culture and identity (5%)

Due in class: Thursday, September 19

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 in class discussion and response (5%)

In class discussion: Tuesday, November 12

Whenever possible it is great to learn from ones peers! Students will be assigned a reading (that is linked off of D2L) and come prepared to share information with others in their group to consider a key question:
How can cross cultural studies highlight the different functions of marriage that make this institution so important?

To be prepared, students will write a short summary of the resource they have been tasked with reviewing; this summary should be approximately 2 pages long (maximum), with enough specifics to clearly share the key points of the resource. In class students will get organized into groups with representatives for various different articles. Each group will write an in-class response to the above question and hand it in by the end of the class time.

The individual summaries will be worth 3% and the group submission will be worth 2%. If you miss class but get your summary in on time you can still get marks for the summary but will miss out on the group mark.

Participant Observation assignment (15%)

Due: Thursday, November 21

On Friday, October 25 we will be hosting a day of indigenous cultural activities and knowledge sharing on the lawn of the Young Building. I would like to encourage all students to attend by creating an assignment that ties in to this day of learning. There are elements of the day that reflect each of the sub-fields of anthropology. Various food related demonstrations and a medicine walk with elder Della Rice Sylvester speak to the interconnections between food, identity and landscape (socio-cultural anthropology), and plant names that reflect stories and their uses (ethnolinguistics). Technologies like hot rock cooking show how experiential archaeology can help us understand how to identify and interpret these technologies in the material record. Conversations about decolonizing the diet create opportunities to understand the varied consequences of colonization, including the health challenges of food insecurity and dramatically different diets (biological anthropology). A loose agenda will be available soon; plan on coming for a few hours at some point during the day to participate and practice participant observation. Then, submit a reflection piece 4-5 pages long that uses examples from the day to evaluate what an anthropological inquiry can look like (and offer to particular audiences and participants) and why participant observation is an important methodological tool of the discipline. We will discuss this assignment more in class.

If a student cannot make any part of this event on campus, an alternative assignment is available based on visiting one of the region's farmer's markets in September or early October. If you are choosing this option, please come and talk to me **as soon as possible** so that we can develop assignment guidelines and deliverables.

Thinking about Applied Anthropology (10%)

Due: Tuesday, December 3

Students will choose 3 different short articles from a list compiled by the American Anthropology Association that is posted on our D2L page. Using these as examples, students will write a well-organized essay approximately 5 pages long (double-spaced, 12 point font) that considers the application of anthropological perspectives and tools in a contemporary setting. Students will not need to do additional research, but **MUST** use proper in-text citations for paraphrased ideas and direct quotes from the short articles, and have full citations at the end of the paper in the APA style. There are great resources at the library and on their website to help with how to properly cite these resources, or come and chat with me about it. Please note that this assignment is timed so that students are prepared to share examples during group discussions in class in week 14.

In class exercises (5%)

These in class exercises are meant to help apply content being presented in class. Students earn the mark by completing the exercise, regardless of any errors (which hopefully they can learn from!). Students must attend class to earn these participation marks.

(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: Thursday October 3, worth 15%

Midterm 2: Tuesday, November 5, worth 20%

Final exam: worth 25%

The final exam will be written during the College's exam period in December. 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, they **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

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

The following two grading systems are used at Camosun College:

Standard Grading System (GPA)

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

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 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

In addition to the college supports listed below, please check out the library website for resources on how to write assignments, use search engines to find reference articles, and how to properly cite these resources in assignments. If you have any questions about anything that I might be able to help you with, please come and visit me in office hours. I'm 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.