



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-220-001
Cultural & Social Anthropology
Fall 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.

Anthropology 220 builds upon topics introduced in Anthropology 104, such as marriage, kinship and economics. I will also introduce other areas of cultural anthropology such as the anthropology of childhood, political anthropology, the anthropology of migration, and medical anthropology. This course is set up as a seminar course, which means I will be giving lectures on the Monday and on Wednesday 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

(a) Instructor	Tara Tudor
(b) Office hours	Wednesday 1:30 – 2:20, Thursday 2:30 – 3:15, or by appointment
(c) Location	Young 212A
(d) Phone	250-370-3375 Alternative: _____
(e) E-mail	tudor@camosun.bc.ca
(f) Website	_____

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.

3. Required Materials

Introductory textbooks are helpful in a first-year course to expose students to the central approaches and concepts in anthropology, but they rarely give students a clear sense of the types of questions cultural anthropologists ask, or how we go about conducting research. The best way to understand these things is to read ethnographies and academic articles based on ethnographic research. Students will need to purchase the ethnography at the Camosun bookstore. The articles are available through D2L. I have also listed an open access textbook below. This textbook is not required material for the course but is available if students would like to use it as an alternative source of information.

(a) Books (required)

Bourgois, P. & Schonberg, J.

2009 *Righteous Dopefiend*. Berkeley, California: University of California Press.

(b) Articles and Book Chapters (required)

The articles can be found on the content page in D2L

DeLeon, J.

2015 *In the Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press.

Guo, E.

2018 Here's What Really Happens to Your Used Clothes. Retrieved from
<https://www.vox.com/2018/3/13/17082288/used-clothing-mexico-goodwill>

Newhouse, D.

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.

Tallbear, K.

2014 Standing with and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry. *Journal of Research Practice*, 10(2), 1-7.

(c) Books (optional)

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

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

4. Course Content and Schedule

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.

COURSE SCHEDULE AT A GLANCE

Week	MONDAY	WEDNESDAY	READINGS
Week 1: Sept 2 & 4	Labour Day	Course Overview & Introductions	Podcast: <i>Anthropology in Crisis</i> . Access through D2L
Week 2: Sept 9 & 11	Key Concepts in Cultural Anthropology Ethnographic Fieldwork	Seminar 1 – Discussion of <i>Standing with and Speaking as Faith</i>	<i>Standing with and Speaking as Faith</i> (Tallbear). Article access through D2L
Week 3: Sept 16 & 18	Theory in Cultural Anthropology	Seminar 2 – Discussion of <i>Righteous Dopefiend</i> , Introduction and Chapter 1 Seminar worksheet due	<i>Righteous Dopefiend</i> , Introduction and Chapter 1 (Bourgeois and Schonberg)
Week 4: Sept 23 & 25	Identity & Social Stratification	Seminar 3 – Discussion of <i>Urban Life: Reflections of a Middle-Class Indian</i> and <i>Righteous Dopefiend</i> , Chapter 2 Seminar worksheet due	<i>Urban life: Reflections of a Middle-Class Indian</i> (Newhouse). Access through D2L <i>Righteous Dopefiend</i> , Chapter 2
Week 5: Sept 30 & Oct 2	Economic Anthropology	Seminar 4 – Discussion of <i>Righteous Dopefiend</i> Seminar worksheet due	<i>Righteous Dopefiend</i> , Chapters 3 & 5
Week 6: Oct 7 & 9	Anthropology of Migration	Seminar 5 – Discussion of <i>The Land of Open Graves</i> : Introduction and Chapter 1 Seminar worksheet due	<i>The Land of Open Graves</i> : Introduction and Chapter 1 (DeLeon) e-book at Camosun library or access scanned copies through D2L.
Week 7: Oct 14 & 16	Thanksgiving	Review for midterm exam	
Week 8: Oct 21 & 23	Midterm exam	Seminar 6 – Documentary – everyone come at 2:30	<i>Here's What Really Happens to Your Used Clothes</i> (Guo). Access through D2L.

Week 9: Oct 28 & 30	Guest Speaker – Melissa Gauthier	Seminar 7 – Annotated Bibliography due	TBD
Week 10: Nov 4 & 6	Political Anthropology	Seminar 8 – writing workshop	TBD
Week 11: Nov 11 & 13	Remembrance Day	Guest speaker – everyone come at 2:30	
Week 12: Nov 18 & 20	Anthropology of Family & Childhood	Seminar 10 – Discussion of <i>Righteous Dopefiend</i> , Chapters 4 & 6 Seminar worksheet due	<i>Righteous Dopefiend</i> , Chapters 4 & 6
Week 13: Nov 25 & 27	Medical Anthropology	Seminar 11 – Discussion of <i>Righteous Dopefiend</i> , Chapters 7, 8 and 9 Seminar worksheet due	<i>Righteous Dopefiend</i> Chapters 7, 8 and 9
Week 14: Dec 3 & 5	TBD	Review for Final Research Paper due	TBD

5. Basis of Student Assessment (Weighting)

Requirement	Dates	%
Seminar Participation	Weekly	10
Seminar Worksheets	Sept 18, Sept 25, Oct 2, Oct 9, Nov 20, Nov 27	20
Annotated Bibliography	October 30	5
Research Paper	December 5	20
Mid-term Exam	October 21	20
Final Exam	Final Examination Period	25

a) Assignments (55%)

1. Seminar Participation (10%)

Participation is an important part of this class. I will take attendance each seminar class. I expect students to arrive to each seminar prepared to actively participate. This means everyone must complete the readings beforehand, and come prepared to discuss the material. I encourage you to highlight passages that intrigue or confuse you, and topics you are curious to discuss.

2. Seminar Worksheets (5% x 4 = 20%)

The worksheets include questions about the course readings. Students will have six opportunities to submit four worksheets. The due dates for the seminar worksheets are listed above under Basis of Student Assessment, as well as in Schedule at a Glance section. The worksheets are meant to help students think anthropologically about the course content, and make connections between the lecture material and the assigned readings. If two articles or book chapters are assigned in one week, students only need to complete a worksheet for one of the readings. The worksheets must be submitted to the D2L Assignments dropbox by 2:30 pm on the day they are due. I do not accept assignments by email. Please see the grading rubric for this assignment on D2L.

3. Annotated Bibliography (5%)

Due date: October 30

Students will write a concise annotation (150 words) that summarizes the central theme and scope of the book or article for a minimum of five potential sources for your term paper. Grading is based on clarity of descriptions, proper formatting of references, and relevance of the sources. Please see the grading rubric and handout about annotated bibliographies on D2L.

4. Research Paper (20%)

Due date: December 5

Student will write a formal research paper of approximately 6-7 pages (1500 - 1750 words). Detailed instructions for this assignment can be found on D2L. Please read the handout for this assignment carefully as I will be using it as the basis of assessment. A grading rubric is also available on D2L.

(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 21

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

INSTRUCTIONAL POLICIES

7.1 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.

7.2 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.

7.3 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.

7.4 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.

7.5 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. Commitment to your learning is a collaboration between yourself, your instructor, and your peers. Your full participation is expected.

You can expect from your instructor to:

- begin classes on time
- be prepared for class each day
- treat every member of the class with respect and dignity
- return evaluated materials in a timely manner
- give assignments and engage in activities that will benefit students' learning
- foster an open and supportive environment in which to learn

Your instructor expects of the learner that you will:

- be on time for every class
- be prepared for class each day
- treat every member of the class with respect and dignity
- submit assignments or other materials when they are due
- take an active part in your own learning
- be supportive and accepting of the views of others

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.