



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

**ANTH-104-005**

***Introduction to Anthropology***

***Winter 2020***

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

<b>(a) Instructor</b>	Karoline Guelke, PhD
<b>(b) Office Hours</b>	Mondays and Wednesdays 10 – 11am, Tuesdays 4 – 5 pm, or by appointment
<b>(c) Location</b>	Young 207
<b>(d) Email</b>	guelkek@camosun.bc.ca

**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) Textbook:

Muckle, Robert J. and Laura Tubelle de González. 2019. *Through the lens of anthropology: an introduction to human evolution and culture*. 2<sup>nd</sup> ed. Toronto: University of Toronto Press.

#### (b) Three articles available on the course's D2L site (used for assignment 2):

##### Article 1 :

Lee, Richard B. 1969/2000. Eating Christmas in the Kalahari. *National History*.  
[http://www.naturalhistorymag.com/htmlsite/master.html?http://www.naturalhistorymag.com/htmlsite/editors\\_pick/1969\\_12\\_pick.html](http://www.naturalhistorymag.com/htmlsite/master.html?http://www.naturalhistorymag.com/htmlsite/editors_pick/1969_12_pick.html) (last accessed Dec. 2018)

##### Article 2:

Gmelch, George. 2000. Baseball magic.  
[http://meissinger.com/uploads/3/4/9/1/34919185/gmelch\\_baseball\\_magic.pdf](http://meissinger.com/uploads/3/4/9/1/34919185/gmelch_baseball_magic.pdf)  
(last accessed Dec. 2018)

##### Article 3:

Small, Meredith. 2003. How many fathers are best? *Discover Magazine*.  
<http://discovermagazine.com/2003/apr/featfather>  
(last accessed Dec. 2018)

#### 4. Course Content and Schedule

Please note that this schedule is tentative; possible changes will be announced in class and on D2L.

Dates	Topics & Due dates	Readings
Jan. 7	Introduction to Class Introducing Anthropology	Chapter 1 (p. 1 – 14, 20 – 26)
Jan. 14	Studying Culture  Evolution	Chapter 8 (p. 171 – 178, 185 - 189) Chapter 3
Jan. 21	<b>Assignment 1 due</b> Primates Human Biological Evolution <i>Sign-up for Assignment 2 on D2L</i>	Chapter 2 (p. 29 – 32, 42 – 49) Chapter 4 (p. 73 – 87)
Jan. 28	<b>In-class Activity 1</b> Human Biological and Cultural Evolution, Exam Review	Chapter 4 (p. 90 – 95) Chapter 5
Feb. 4	<b>MIDTERM EXAM I</b> Ethnographic Fieldwork	Chapter 8 (p. 191 – 196)
Feb. 11	Food and Economics <b>Assignment 2 - Discussion Unit 1</b>	Chapter 10, article by Lee
Feb. 17 - 21	<i>Reading Break – College closed</i>	
Feb. 25	Supernaturalism <b>Assignment 2 - Discussion Unit 2</b>	Chapter 13 (p. 305 – 323), article by Gmelch
March 3	Marriage and Family <b>Assignment 2 - Discussion Unit 3</b> Exam Review	Chapter 11 (p. 253 – 263), article by Small
March 10	<b>MIDTERM EXAM II</b> Gender Issues	Chapter 11 (p. 269 – 277)
March 17	Language and Culture	Chapter 9 (p. 199 – 214, 217 – 222)
March 24	Human Cultural Evolution <b>In-class Activity 2</b>	Chapter 6 (p. 121 – 139)
March 31	Human Cultural Evolution cont. <b>Assignment 3 due</b> Race and Racism	Chapter 7 (p. 147 – 160) Chapter 8 (p. 179 – 185)
April 7	Anthropology and Sustainability Wrap-up and Exam Review	Chapter 14 (p. 329 – 340, 342 - 353)
Exam Period April 14 - 22*	<b>FINAL EXAM</b>	

\* **IMPORTANT:** Do not make travel or work plans until the final exam schedule is posted; accommodations cannot be made for plane tickets or work schedules.

## 5. Basis of Student Assessment (Weighting)

### (a) Exams (64%)

**Midterms I & II (20% each):** The two midterms consist of a mix of multiple-choice, fill-in-the-blanks, and short answer questions. The exams are not cumulative. Detailed study guides for the exams will be posted on D2L.

**Final Exam (24%):** The final is based on all materials covered after midterm 2, including lecture topics, readings, and films. It will *also* include a few general concepts covered earlier in the course. The format is the same as that of the midterms.

### (b) Assignments (30%) – *detailed assignment sheets are posted on D2L*

#### **Assignment 1: Food and Identity (5%)**

The first assignment involves a short written part (150 - 200 words) about a specific food that relates to your cultural background. On January 21, bring a small sample of your food to class. You will do a short presentation in groups of about five students and sample each others' food.

#### **Assignment 2: Questions & Group Discussions (10%)**

This assignment consists of a written component (about two pages) and leading a group discussion in class. It is based on your choice of one of the three articles listed above on p. 2. During the week of Jan. 21 you will sign up for your choice on D2L.

#### **Assignment 3: Anthropology in the News (15%)**

For this option, you will select one out of several current articles listed in the assignment handout which will be accessible on D2L. The objective of the assignment is to relate the issues in the article to concepts covered in class and to provide a critical commentary. This assignment should be three pages (750 words) in length.

### (c) In-class Activities (3%)

We will have two in-class activities that involve hands-on exercises and filling out question sheets. On Jan 28 we will work with materials relating to human biological evolution and on March 24 with objects from an Indigenous settlement here in Victoria. Material will be tested on exams.

### (d) Attendance & Participation (3%)

Attendance will be taken each class. Part of your mark also comes from contributing to group and class discussions which are an integral part of this course.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

### ***Class Attendance and Reading***

Students are expected to attend lectures regularly. Lectures do not just repeat material from the readings but expand and supplement it; therefore it is important that students do the readings ahead of time. The exams will cover material from both lectures and readings. Also, announcements about class material and scheduling may be made during class.

I post my PPT slides on D2L after the lectures, but please note that these only provide a broad outline and do not show certain material covered in class. Coming to class regularly, taking notes and engaging with the material and your fellow class mates are essential for doing well in this class.

### ***Classroom Conduct***

Please come to class on time. If you have to be late, enter the classroom quietly and try not to disrupt the other students. Please refrain from speaking with your classmates during the lecture; it distracts your fellow students and the instructor. If something is unclear to you during the lecture, I invite you to ask; I'm happy to rephrase or clarify any points I have made.

The use of cell phones and laptops in class can be distracting to you and your fellow students. Studies have shown that students who use their devices for entertainment, texting or checking email, perform worse on assignments and exams. Therefore, please turn off your cell phone in class (unless it is essential that you can be reached) and use your laptop for note-taking only.

### ***Exams and Assignment Deadlines***

Both exams must be written to successfully complete this course. If an emergency or illness prevents you from writing an exam at the scheduled time, you have to inform the instructor *before* the start of the exam and present documentation such as a doctor's or counsellor's note.

Assignments are due *in class* on the days listed in the course schedule. For unexcused late assignments 5% of the grade will be deducted per school day, and assignments will *not* be accepted more than seven school days after the deadline. If you anticipate problems meeting a deadline, please come speak to me early and we can work out a reasonable accommodation. Cheating and plagiarism will not be tolerated; please consult the Academic Honesty information posted on D2L and available through the policy section of the college website (see below).

### ***Communication with the Instructor***

I encourage you to come see me during my regular office hours (listed on p. 1) to discuss any questions you may have about class material, assignments or exams. If my office hours do not work for you, email me and we can set up an appointment at another time. Most days I will also be available to talk after class.

When emailing please include your name and course number; you can expect to hear back from me within two days (except weekends). It is important that you communicate with your instructor, especially when you are experiencing difficulties with the class, so we can talk about possible accommodations to help you succeed.

## 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.

There is a Student Conduct Policy which includes plagiarism. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

**Important deadlines:** <http://camosun.ca/learn/fees/#deadlines>

## 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.

