



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

**ANTH-104-003**  
**Introduction to Anthropology**  
**Fall 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**

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| <b>(a) Instructor</b>   | Tara Tudor  |
| <b>(b) Office hours</b> | Tuesday 3:30 – 4:20 in Collaborate or by apt  |
| <b>(c) Location</b>     |   |
| <b>(d) Phone</b>        | Note that due to COVID 19 I am teaching from home and will not be using my office telephone number. Please communicate with me via email. I will try to respond to all course-related e-mails within 24 hours, but also remember that life can be busy and chaotic for everyone (including me!), so if I don't respond right away, don't worry! |
| <b>(e) E-mail</b>       | tudor@camosun.bc.ca   |
| <b>(f) Website</b>      | All of the content for F2020 will be on our D2L site  |

**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  
2018 *Through the Lens of Anthropology*, second edition. University of Toronto Press; Toronto.

(b) Other

All other resources for this class are posted on D2L and embedded in the content modules.

### 4. Course Content and Schedule

This class has no live meetings and it is all organized on D2L. I may update the content in the module but any changes will be made one week ahead of the schedule below.

WEEK	Module Topics	Textbook Readings	Activities or Discussions
1 Sept. 7 – 13	Module 1: Introduction to the Course	Chapter 1	Discussion 1: introductions
2 Sept. 14 – 20	Module 2: What is culture, and how do anthropologists study it?	Chapter 8, excluding p. 79-85	Activity 1: either fieldwork of the familiar or the unthing experiment
3 Sept. 21 – 27	Module 3: Why do anthropologists study primates?	p. 29-33 and 42-52	
4 Sept. 28 – Oct. 4	Module 4: Themes in Human Evolution (biological and cultural)	Chapter 4, Chapter 5 p. 105-118	Activity 2; either evolution and running or evolution and cooked food
5 Oct. 5 – 11	Module 5: Human Variation and the Concept of Race	p. 94-96 and p. 179-185	Discussion 2: everyday racism
6 Oct. 12 – 18	Module 6: Introducing archaeology	<i>Chapter 5 p. 99-105, and Chapter 6 p. 125-131</i>	
7 Oct. 19 – 25	Module 7: New directions in archaeology	p. 158 and p. 167 (all other content is provided in the module)	Discussion 3: archaeology & ethics
8 Oct. 26 – Nov. 1	<b>MIDTERM EXAM</b> , available for 7 days starting at 12:00am October 26-11:59pm, November 1		
9 Nov. 2-8	Module 8: Marriage and family	Chapter 11 to p. 268	Discussion 4: arranged marriage
10 Nov. 9-15	Module 9: Political organization	Chapter 12, p. 148-151 and p. 153	
11 Nov. 16-22	Module 10: Subsistence and Economics	p. 131-142 and chapter 10	Discussion 5: reciprocity
12 Nov. 23-29	Module 11: Sex and gender	p. 269-279	Discussion 6: gender performance
13 Nov. 30-Dec. 6	Module 12: Language and culture	Chapter 9	Discussion 7: speech communities
14 Dec. 7 – 13	Module 13: Anthropology and Sustainability	Chapter 14 (p. 329-340 and p. 345-353) and p. 150-153	Activity 3: sustainability challenge

## Structure of the course

Every module in this course has five components. With the exception of the textbook all materials are organized on our D2L page:

1. Watch, listen or read the Big Ideas for this module (10-20 minutes)
2. Read the textbook (40-60 minutes);
  1. Read, watch or listen to additional course materials provided in the D2L module (45 minutes)
3. Complete an assignment/activity or discussion (60-120 minutes).
4. Complete a content quiz (20 minutes)

## 5. Basis of Student Assessment (Weighting)

Your assessment in this course consists of weekly quizzes, a midterm exam, a final exam, discussion and assignments. Here is a breakdown of your marks for the semester:

- Assignments/activities: 50 marks each x 3 = 150
- Discussions: 21.5 marks each x 7 = 150
- Weekly Quizzes: 20 marks each x 13 = 260
- Midterm Exam: 200 marks
- Final Exam: 240 marks

Total: 1000 marks

### Activities/Assignments (15%)

Anthropologists know that the best way to understand something is to live it, which generally requires extensive fieldwork. This develops empathy, an insider's perspective, and a more complex understanding of whatever element of culture one is studying. The assignments for this course will get you applying your learning through a series of challenges. I think you are going to have a lot of fun with these challenges! Your assignments are due on Sunday at 11:30 pm.

### Discussions (15%)

For the class discussions in this course I will be dividing you into groups of eight to ten students; you will be working with the same group of students for the whole semester. In these groups you will be discussing articles and working through questions that I post on the discussion forum. Discussions are time sensitive. Students must make their initial post by Thursday and have responded to at least two posts made by the other member of your group by Sunday at 11:30 pm.

### Weekly Module Quizzes (26%)

The purpose of the weekly quizzes is to test your foundational knowledge. These quizzes will require you to recall, list and identify key concepts, facts and on occasion names and dates from the course content. They include multiple choice questions only and will be graded automatically. They will be based on the material from your textbook and the supplementary material from the module webpage. Each quiz will be open for one week, with the exception of quiz 1, which will be open for two weeks. You may take the quiz up to two times, but be warned that the questions are randomized so you may get different questions on the second attempt. The quizzes will be available from 7:00 am on Monday and close on Sunday at 11:30 pm.

### Exams (44%)

There are two exams for this course, a midterm exam and a final exam. They are both take-home exams.

**Midterm:** worth 20% available for one week starting at 12:00am on Monday, October 26

**Final exam:** worth 24% available for one week starting at 12:00am on Monday, December 14

Once the exam opens, you will have one week to prepare your answers. The exams are open book which means that you may refer to the course material, including the textbook material, videos and podcast and the course readings as you prepare your answers. Students are prohibited from using materials or resources other than the class material. This means you may not consult additional articles, website, or

materials from another class. I will be evaluating your answers based on your understanding and integration of the course materials so you must demonstrate this in your answers. The exam is to be completed independently, without discussion with other individuals within or outside of the class. In short, you may not consult with others in preparation for the exam.

With lots of advance warning and a week to complete exams there should be no reason why students cannot complete the exams at the scheduled times. If emergency circumstances arise please contact me and be ready to show pertinent documentation (like a doctor's note), do not assume that an accommodation can be made.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course – COVID 19 Edition

Be nice. Be honest. Don't cheat. Also, follow [Camosun College's Student Conduct Policy](#).

Brandon Bayne (2020) from UNC – Chapel Hill kindly shared the following principles for teaching and learning during the current pandemic. Please take a moment to read through them.

### Principles

1. Nobody signed up for this.
  - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
  - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
2. The humane option is the best option
  - We are going to prioritize supporting each other as humans
  - We are going to prioritize simple solutions that make sense for the most
  - We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online.
  - Some assignments are no longer possible
  - Some expectations are no longer reasonable
  - Some objectives are no longer valuable
4. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and contexts
  - Synchronous discussion to learn together and combat isolation
5. We will remain flexible and adjust to the situation
  - Nobody knows where this is going and what we'll need to adapt
  - Everybody needs support and understanding in this unprecedented moment

## 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.