



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

**ANTH-220-D01A/B**  
**Cultural & Social 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**

- (a) **Instructor** Tara Tudor
- (b) **Office hours** Tues 11:30 – 12:20 in Collaborate or by appointment
- (c) **Location** \_\_\_\_\_
- (d) **Phone** \_\_\_\_\_ **Alternative:** \_\_\_\_\_
- (e) **E-mail** [tudor@camosun.bc.ca](mailto:tudor@camosun.bc.ca)  
E-mail is best way to get in contact with me. 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!
- (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

#### (a) Books (required)

(This is an e-book and is available through the Camosun library.)

Holmes, S. (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press.

#### (b) Articles (required)

(The articles for the course are available through D2L)

Barnes, J. (2015). Scale and Agency: Climate Change and the Future of Egypt's Water. In M. Dove and J. Barnes (eds), *Climate Cultures: Anthropological Perspectives on Climate Change* (pp. ). Yale University Press, 2015.

Brown, N, McIlwraith, T and Gonzalez, L. (2016). Anthropology in our moment of history: Interview with Philippe Bourgois. In *Perspectives: An Open Invitation to Cultural Anthropology*. American Anthropology Association.

Drotbohm, H. (2020). Care and reunification in a Cape Verdean family: Changing articulations of family and legal ties. *Ethnography*, 21(1), 48.

Lewin, E. (2016). Who's queer? What's queer? Queer Anthropology through the lens of ethnography. *Cultural Anthropology (Society for Cultural Anthropology)*, 31(4), 598–606. <https://doi-org.libsecure.camosun.bc.ca:2443/10.14506/ca31.4.08>

Schmidt, J. (2001). Redefining Fa'afafine: Western Discourses and the Construction of Transgenderism in Samoa. *Intersections: Gender, History and Culture in the Asian Context*, 6.

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

Todd, Z. (2017). Fish, kin and hope: Tending to water violations in amiskwaciwâskahikan and Treaty Six Territory. *Afterall: A Journal of Art, Context, & Enquiry*, 43(1), 96.

Weiss Joseph. (2020). Giving Back the “Queen Charlotte Islands”: The Politics of Names and Naming between Canada and the Haida Nation. *Native American and Indigenous Studies*, 7(1), 62. <https://doi-org.libsecure.camosun.bc.ca:2443/10.5749/natiindistudj.7.1.0062>

Whitehouse, B. (2016). Sadio's Choice: Love, Materialism, and Consensual Marriage in Bamako, Mali. *Africa Today*, 62(3), 29–46. <https://doi-org.libsecure.camosun.bc.ca:2443/10.2979/africatoday.62.3.29>

#### (c) Optional Readings

Constable, N. (2014). *Born out of place: Migrant mothers and the politics of international labour*. University of California Press.

Kaihko (2020). Conflict chatnography: Instant messaging apps, social medial and conflict ethnography in Ukraine. *Ethnography*, 21(1) 71-91. DOI: 10.1177/1466138118781640

Mansour, A. (2018). The Conflict over Jerusalem: A Settler-Colonial Perspective. *Journal of Holy Land & Palestine Studies*, 17(1), 9–23. <https://doi-org.libsecure.camosun.bc.ca:2443/10.3366/hlps.2018.0176>

Tran, A. L. (2018). The anxiety of romantic love in Ho Chi Minh City, Vietnam. *Journal of the Royal Anthropological Institute*, 24(3), 512–531. <https://doi-org.libsecure.camosun.bc.ca:2443/10.1111/1467-9655.12858>

#### 4. Course Content and Schedule

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 discussion, activities and readings, and
- Study and review class materials for the exams.

#### Course Schedule at a Glance

Week	Weekly Topic	Collaborate (group A 11:30-12:20; group B 12:30-1:20)	Readings (Only the webpage and required readings are listed below. Each module also contains optional readings)
Week 1: Sept 7-11	Introduction to Cultural Anthropology	Course Overview & Introductions	Webpage – Introduction to Cultural Anthropology
Week 2: Sept 14-18	Culture & Key Ideas	Collaborate 1 (September 17)	Webpages – The Concepts of Culture & Key Ideas, including podcasts episodes from BBC – From Savage to Self  NFB documentary: <i>Angry Inuk</i>
Week 3: Sept 21 – 25	Fieldwork & Ethnography	Collaborate 2 (September 24)	Webpage – fieldwork & research methods.  Required article: Speaking and Acting on Faith (Tallbear)
Week 4: Sept 28-Oct 2	Gender & Sexuality	Collaborate 3 (Oct 1)	Webpage – gender & sexuality  Required article: Who's Queer, What's Queer: Queer anthropology through the lens of ethnography  Required article: Redefining Fa'afafine:

			Western Discourses and the Construction of Transgenderism in Samoa
Week 5: Oct 5-9	Kinship	Collaborate 4 (Oct 8)	Webpage – kinship  Required article: Fish, Kin and Hope  Required article: Care and Reunification in a Cape Veridian Family  Required (newspaper) article: For Indigenous People, Seeds are More than Food
Week 6: Oct 12-16	Marriage & Love	Collaborate 5 (Oct 15)	Webpage – marriage & love  Ted Talks: Technology Hasn't Changed Love  Required Article: Sadio's Choice: Love, Materialism, and Consensual Marriage in Bamako, Mali
Week 7: Oct 19 – 23	MIDTERM EXAM	No class	
Week 8: Oct 26-30	Race & Racism	Collaborate 6 (Oct 29)	Webpage – race, ethnicity & racism (including embedded audio & audio-visual materials)
Week 9: Nov 2-6	Migration	Collaborate 7 (Nov 5)	Webpage – migration  Holmes (Introduction & Chapter 2)
Week 10: Nov 9 – 13	Economics & the Global Economy	Collaborate 8 (Nov 12)	Webpage – economics & globalization  Holmes (Chapters 3 & 4)
Week 11: Nov 16-20	Medical Anthropology	Collaborate 9 (Nov 19)  Annotated Bibliography due Nov 20	Webpage – health & medicine  Holmes (Chapters 5, 6 & 7)
Week 12: Nov 23-27	Politics & Power	Collaborate 10 (Nov 26)	Webpage – Political Anthropology  Required article: Giving Back the “Queen Charlottel Islands”: The Politics of Names and Naming between Canada and the Haida Nation
Week 13: Nov 30-Dec 4	Environmental Anthropology & Climate Change	Collaborate 11 (Dec 3)	Webpage- environmental anthropology  Required article: Scale and Agency: Climate Change

			and the Future of Egypt's Water
Week 14: Dec 7 – 11	Presentations	Presentations	

## 5. Basis of Student Assessment (Weighting)

### a) Participation (11 Collaborate sessions x 2% = 22%)

Participation in weekly class discussions is an important part of this course and will greatly enhance student comprehension of course content. I will take attendance during our weekly Collaborate sessions. The format of the Collaborate sessions will not be the same every week, but most of the time students will work in small groups to answer questions and/or discuss key elements and themes of the course materials. I may also use this time to delivery short lectures, followed by a class discussion. I will be uploading a seminar worksheet into D2L for students to use during the weekly seminars.

### b) Assignments (28%)

#### Article Review (5%)

##### Due Date: Varied

Students will write an article review on one of the assigned readings. There is a sign-up sheet for the articles in the Content page under Syllabus and Assignments. Only four students will be permitted to write their review on the same article, so sign up early for the best selection. Please see the handout for more information. A grading rubric is also available in the Assignments folder for your consideration.

An article review is a short, critical analysis of an article from a scholarly journal or periodical. The review is seldom more than two pages (500 words) long. This kind of assignment allows you to interpret and evaluate a professionally written research paper while developing your own critical thinking skills.

#### Annotated Bibliography (5%)

##### Due Date: November 20

An annotated bibliography is a list of research sources on a given topic. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. The purpose of this assignment is to give students practice conducting library research and identifying academic journal articles, writing summaries and critical analyses, and practicing correct APA formatting. Please read the handout for this assignment for more details. There is also a grading rubric in the Assignments folder.

#### Poster Presentation (18%)

##### Due date: December 8 & 10

Students will create a poster on a topic relevant to cultural anthropology. This requirement is fairly easy to fulfill; as long as the poster is about beliefs or behaviours of a contemporary human group, it is relevant to cultural anthropology. The paper cannot be about a past human society or about human biology.

The sources used to create the poster must be anthropological. A great way to ensure you meet this requirement is to limit your library research to the anthropology journals available through the Camosun library such as American Anthropologist, American Ethnologist, Current Anthropology, Ethos, and Ethnology. This is also a great way to come up with an idea for a poster. Alternatively, you may use the advanced search in the library databases, making sure to use the word anthropology as a key word. I have a couple of ideas for this project that would involve all of us listening to the same podcast or using a series of ethnographies about using social media. We will talk about these ideas in class. The most important thing is that you write about something you are interested in as it makes the writing process much more enjoyable. This assignment must be completed and submitted to receive credit for Anthropology 220. There will be no extensions without a medical excuse. Late papers will be penalized 5 percent per day they are late.

In the final week of class, students will present their posters to their seminar group. The presentations should be 5 minutes in length and will be timed.

## **Exams (50%)**

### **Midterm Exam (25%)**

Date: October 19-25

The midterm exam is a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on Monday, October 26 and is due no later than Sunday, November 1. The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides 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 tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

### **Final Exam (25%)**

Date: December 11- 19

The final exam will be a take home exam. Students will answer three out of four questions given in advance. The questions will be posted on December 11 and is due no later than Dec 19. The exam is open book, which means that you may refer to the course material, including lecture notes, Power Point slides 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 tests based on your understanding and integration of the course materials so you must demonstrate this in your answers.

## **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

*This said, the regular instructional guidelines remain, which include:*

### **6.1 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.

### **6.2 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.

### **6.3 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.

### **6.4 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.