

# COURSE SYLLABUS



COURSE TITLE: ANTH-104: Introduction to Anthropology

CLASS SECTION: 002

TERM: F2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Face to face classroom

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Nicole Kilburn

EMAIL: [kilburn@camosun.ca](mailto:kilburn@camosun.ca)

OFFICE: Y212A

HOURS: Tuesday 10:00-11:00am and 2:30-3:00pm, Wednesday 9:00am-10am, Thursday 10:00-11:00am and 2:30-3:00pm, or by appointment as necessary.

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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The course introduces the four major sub-fields of anthropology: archaeology, physical and cultural anthropology, and linguistics. It surveys human evolution, archaeological evidence for cultural reconstruction, societies at different levels of socio-cultural complexity, and language in cultural context.

### PREREQUISITE(S):

One of: C+ in English 12; C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Muckle, Robert and Laura Tubelle de Gonzalez (2018) *Through the Lens of Anthropology*, second edition. University of Toronto Press; Toronto.

Content for this class is organized on D2L as “modules”, that are covered in one to three classes. The schedule below indicates the textbook readings for each topic, and there is additional information that I have written and curated in a webpage in each module folder on D2L. Please be sure to read the textbook and the webpage as it compliments what we will cover in class.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

	Academic week	Tues.	Thurs.	Assignment reminders	Textbook Readings
Sept. 5-11	1	Introduction to the class	Introduction to anthropology		Text chapter 1 What do Anthropologists Do? (please read for Thursday's class)
Sept. 12-18	2	Culture and fieldwork	Culture and fieldwork	Quizzes 1 and 2 close at 11:59pm on Sunday Sept. 18	Textbook chapter 8 excluding p. 179-185

Sept. 19-25	3	Language and culture	Language and culture	Quiz 3 closes at 11:59pm on Sunday Sept. 25	Textbook chapter 9 The Grammar of Animacy
Sept. 26-Oct. 2	4	Biological and Cultural Diversity in brief anthropological perspective	Attending Camosun's Orange Shirt Day ceremony		Textbook p.95-96 and p. 179-185
Oct. 3-9	5	<b>Exam 1</b>	Kinship and Family	Fieldwork of the Familiar due by October 6	Textbook chapter 11 (p. 253-268)
Oct. 10-16	6	Kinship and Society	Politics, subsistence and economics	Quiz 4 closes at 11:59pm on Sunday Oct. 16	Textbook chapter 12, and p. 148-151 and Box 7.1 (p. 153)
Oct. 17-23	7	Politics, subsistence and economics	Politics, subsistence and economics	Quiz 5 closes at 11:59pm on Sunday Oct. 23	Textbook p. 131-142 and chapter 10
Oct. 24-30	8	Intro. to Archaeology (thinking about technology and visibility in the material record with some pit cook prep thrown in too)	<b>Pit cook</b> ; a full day of land-based learning		Textbook chapter 5 p. 99-105, chapter 6 p. 125-131 and Box 7.2 (p. 158)
Oct. 31-Nov. 6	9	Material culture; interacting with the past through belongings	More archaeology (just because!)	Quiz 6 closes at 11:59pm on Sunday Nov. 6	
Nov. 7-13	10	Catch up and prep ahead of exam 2	<b>Exam 2</b>		No readings this week (so you can get started on upcoming content)
Nov. 14-20	11	Why study primates?	Themes in human evolution	Quiz 7 closes at 11:59pm on Sunday Nov. 20 Pit cook paper due by Nov. 20	(primates) Textbook p. 29-33 and p. 42-52 (human evolution) Textbook chapter 4, and pp.105-118
Nov. 21-27	12	Themes in human	What's the difference	Quiz 8 closes at 11:59pm	Textbook Chapter 11 p. 269-279

		evolution, continued...	between sex and gender?	on Sunday Nov. 27	
Nov. 28- Dec. 4	<b>13</b>	Evaluating gender in cross cultural perspective	Anthropology and Sustainability	Quiz 9 closes at 11:59pm on Sunday Dec. 4	(sustainability)Textbook p. 150-153, chapter 14 p. 329-340 and p. 345-353
Dec. 5-11	<b>14</b>	Sustainability, continued...	Final thoughts about anthropology's contribution to the present and future	Sustainability paper due by Dec. 6 Quiz 10 closes at 11:59pm on Sunday Dec. 11	American Anthropology Association's Statement on Climate Change
	<b>(15)</b>	The final exam in this course will be scheduled during the college's final exam period. Please do not make any holiday plans until you know the date of this exam. We will be notified by the end of October and I will let you know as soon as I get the date.			

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p><b>Weekly quizzes</b></p> <p>Approximately every week there is a short open book multiple choice quiz on D2L related to each topic covered in the course. It tests what is covered in the textbook and webpage material and is meant to help keep students up on their readings. Each quiz is worth 1%. The quiz will be open for at least 7 days to give students time to complete it.</p>	10%
<p><b>Exams:</b></p> <p>There are 3 exams in this class throughout the semester. All of these in class evaluations will consist of open ended questions, and are not cumulative. The first exam is designed to help students learn about test taking in a post secondary environment and will consist of several long answer questions that students will be given in advance. The structure of subsequent exams will be based on how students do on the first exam.</p> <p><b>Exam 1</b> October 4 is worth 15%</p> <p><b>Exam 2</b> November 10 is worth 20%</p> <p><b>Exam 3</b> during the college's final exam period is worth 20%</p>	55%

DESCRIPTION	WEIGHTING
<p><b>Fieldwork of the Familiar</b>  <b>Due by October 6 at 11:59pm (submitted on D2L)</b></p> <p>Students often have a hard time identifying their own cultural behaviours because they are so familiar. EVERYONE engages in cultural behaviours, most of the time! Students will apply the concepts of culture by doing some “fieldwork” in their own settings, whether this is at home, at work, in the context of sport, with friends, etc... Each student will share their observations and analysis in a compelling short video or detailed photo essay. Information on how to create a video or photo essay is available on D2L, along with an example that I have created. What examples of culture will you use to consider the shared characteristics of culture, and notions reflect in the Cultural Iceberg?</p>	<p>10%</p>
<p><b>Short paper related to the pit cook</b>  <b>Due by November 20 at 11:59pm (submitted on D2L)</b></p> <p>Students will choose a paper topic related to the pit cook’s day of learning (and course content leading up to this event) and write a concise, organized paper about 3-4 pages in length. Potential topics include food sovereignty as activism, food and identity creation through place-making and connection to the land, experimental archaeology and applied learning, ethnobotany, land management and the ethics of reciprocity, and traditional ecological knowledge and knowledge exchange. Information will come from applied, in class learning supplemented with limited additional research based on the selected topic. There should be at least 2 additional, solid and appropriate resources used, and APA citation style is expected. These resources can be from academic journals or books, and knowledge keepers.</p> <p>More description of this assignment is posted on D2L.</p> <p>Please note that this assignment is heavily based on content from class prior to the pit cook event, and then participation in the pit cook on October 27. If a student has an excused absence from the pit cook event, an alternate paper topic can be discussed with Nicole. This should happen as soon after the pit cook date as possible as an extension cannot be expected.</p>	<p>15%</p>

DESCRIPTION	WEIGHTING
<p><b>Paper related to the Sustainability Challenge</b>  <b>Due by December 6 at 11:59pm (submitted on D2L)</b></p> <p>Students will participate in a sustainability challenge where <u>all</u> ingredients for a meal are sourced from within 150 km of their homes. The resulting paper (4-5 pages long double spaced) will use the textbook (chapter 14) along with the experiential learning from this sustainability challenge to identify and discuss benefits and challenges of meeting triple bottom line sustainability (which is economic, social and environmental) and how this is reflected in our food choices.</p> <p>More description of this assignment is posted on D2L.</p>	10%
<b>TOTAL</b>	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

Try to avoid late assignments. Anything not submitted by the deadline will have 5% deducted per day, including weekends. Yes, brutal! This is the incentive to hone your time management skills, perhaps the most important thing you will learn in your undergrad. Quizzes close by 11:59pm on Sundays, after which time you cannot access them. I hope it will also help to keep you engaged with the material as we move through the class.

Please make sure you are familiar with Camosun’s academic honesty policy, which is posted for you in D2L. Please remember that **anything** you use from another resource must be properly cited. The Internet has made it very easy for students to cut and paste content from websites, so be VERY careful that all the work you submit is your own. I reserve the right to check any assignment with plagiarism detection software. Students who complete assignments with outside help either from the Internet or working with other students will get zero on the assignment. I am required to report all instances of academic dishonesty to the dean of the school, without exception.

I have created a short quiz on plagiarism that you must complete before you can access additional quizzes in this course. This is your opportunity to learn about academic integrity, and to ask questions if anything is unclear.

## SCHOOL OR DEPARTMENTAL INFORMATION

This is no additional information to include here at this time.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

**If you have a mental health concern**, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit



<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.