

# Introduction to General Anthropology

## ANT 2000 (section #6268)

### 3 Credit Hours

*Spring, 2017*

*Class location: Turlington L011*

*M-W-F Period 5 (11:45AM-12:35PM)*

Instructor: Lisa Duffy

Office: Turlington B332 Email: [lisagd@ufl.edu](mailto:lisagd@ufl.edu)

Office Hours: Mondays and Fridays period 6 (12:50-1:40PM), Weds. period 4, and by appt.

Course TA/grader : Sam Coberly, Office: Turlington B332, Email: [swcoberly@ufl.edu](mailto:swcoberly@ufl.edu)

Office Hours: Mondays 8:30 to 11:30AM

Course Website: This course will have an E-learning/Canvas webpage (<http://lss.at.ufl.edu>) for supplemental readings, messages and class announcements. Please be sure that you are familiar with using Canvas. See their webpage for information and tutorials if needed.

Course Communications: Questions and concerns may be addressed to the instructor or the TA through the message function on the course website on e-learning/Canvas, by email or by attending office hours or scheduling an appointment. General comments and discussion questions for fellow students may be posted on the class website discussion board. Course announcements will be made on the class website so be sure to check it daily.

Required Text: Haviland, William A., Harald E.L. Prins, Dana Walrath, and Bunny McBride 2013 *The Essence of Anthropology*. **4th edition**. Thomson Wadsworth, Belmont, CA. (This text will be available at the UF bookstore)

Additional Resources: Additional readings will be posted under the “files” tab of the course webpage.

Course Description (from the undergraduate catalogue):

This class is an introduction to the four subfields of anthropology (sociocultural, biological, linguistic and archaeology) through analyses of the cultural, social and biological dimensions of human variation. This is an appropriate first course for students considering major or minor in anthropology as well as non-majors fulfilling general education requirement.

**General Education Objectives:**

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

**Purpose of Course:** The purpose of this course is to gain a better understanding of the holistic nature of anthropology and the basic concepts within the four subfields. Through lectures, assigned readings, class discussions and films, students will learn how anthropology encompasses the study of the biological and socio-cultural aspects of human beings, from the deep past to the present. The history, methods and guiding principles of each of the sub-disciplines will be reviewed. Additionally, the relevance of anthropology in today's global society and the challenges it faces will also be explored.

**Course Objectives:** *By the end of this course, students will:*

- Have gained a basic knowledge of the four subfields of Anthropology and how they view and explain human variation: Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. Students will acquire a thorough introduction to anthropology and an appreciation of human cultural and biological diversity both past and present. Achievement of this learning outcome will be assessed through quizzes and three examinations.
- Have developed critical thinking skills: Students will be able to logically assess arguments and the accuracy and sufficiency of collected evidence applicable to an issue/problem through participating in scheduled in-class discussions designed to encourage critical assessments and debate regarding anthropological case studies.
- Be able to communicate ideas, knowledge and information in a coherent and logical manner: Student reaction papers will be assessed for logical organization, grammar and appropriate arguments.
- Have a basic understanding of the place of anthropology in the modern world and be able to identify how anthropological principles can be applied in addressing current and future challenges: Class lectures and in-class discussion groups will explore a variety of contemporary issues as they relate to the different sub-disciplines within anthropology. Assessment of this outcome will be through in-class activities, student reaction papers, and an extra-credit assignment.

## **General Education Outcomes:**

*Content, Communication, and Critical Thinking* are the three criteria of outcomes applied to General Education courses. Your mastery of each of these outcomes is measured from your best performance in exams, quizzes, assignments, and class discussions.

*Content:* Students will demonstrate competence in the terminology, concepts, methods, and theories used in Anthropology. Students will acquire a thorough introduction to anthropology, an appreciation of human diversity, a better understanding of the past and how it impacts the present, and an active and more open-minded outlook of our globalized world. Achievement of this learning outcome will be assessed through quizzes, examinations, individual assignments, and group discussions.

*Communication:* Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. Achievement of this learning outcome will be assessed through individual assignments and group discussions.

*Critical thinking:* Students will analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Achievement of this learning outcome will be assessed through individual assignments and group discussions.

## **Course Policies:**

### **Attendance Policy:**

Students are expected to attend all classes and to have completed the assigned readings prior to each class meeting. Given the amount of information presented in each class, regular (and punctual) attendance is advised. You are expected to be an active participant in class, including small-group discussions. Exams will cover material from assigned readings, lectures, discussions and videos; therefore class attendance is highly correlated with class performance. Students who come to class earn significantly better grades than students who do not.

Additionally, unannounced in-class “pop” quizzes will be given for the purpose of rewarding class attendance. Remember, this is *your* education and you are ultimately responsible for your own success. We are here to assist you in learning the course material, so if you are experiencing difficulty or need help, please take advantage of office hours and do not wait until the end of the semester to seek assistance.

Per University of Florida policy (see the UF undergraduate catalogue Attendance Policies page <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>), excused absences include medical appointments and illness (with doctor’s note), family emergencies/deaths in the family (with documentation), official school events, performances or competitions (with documentation on school letterhead), military obligations (with

documentation), legal obligations (i.e. jury duty with documentation) and religious holidays. Excused absences that are not emergencies must be approved **ahead of time**, not after the fact.

### **Classroom Policy:**

All members of the class are expected to follow rules of common courtesy not only in class, but also in all email messages, discussions and chats. Please be respectful of others opinions and avoid rude, insulting or inappropriate comments. Email correspondence should be considered professional communication and be composed accordingly.

Use of computers during class for note-taking and other class purposes is allowed; checking your social media webpage and email is not. Web-surfing during class can be disruptive to those around you, and students who engage in noisy or bothersome activities may lose points on their grade. Please turn cell phones off or put on silent mode, and no iPods or other distracting technology for the courtesy of your fellow classmates. Entering class late or leaving early is also distracting to everyone, including your instructor. Please be punctual.

### **Quizzes/Exams:**

There will be 3 multiple-choice, non-cumulative exams, worth 50 points each, for a total of 150 points and making up 60% of your final grade. Exams are taken in class on the dates listed in the schedule. Additionally, 11 unscheduled in-class pop-quizzes worth 4 points each will be given at the discretion of the instructor, however the lowest score will be dropped and only 10 will count. During in-class quizzes and exams, **all** electronic equipment must be stowed out of sight; computers turned off and closed and cell phones turned off. There is no cumulative, final exam for this course.

### **Written Assignments:**

There will be two response papers, worth 20 points each, that are to be turned in (uploaded to the class assignments page) by the date and time that they are due. They are to be 2 to 3 pages in length, double-spaced, 12 pt. font, Times New Roman, with 1 inch margins. Paper topics will be based on class discussion and readings. Specific instructions will be given in class.

### **Group discussions:**

There are a total of four scheduled in-class discussions. Students will be working in groups that will be assigned in class, and it is expected that you will come prepared having read all the assigned readings and have viewed any assigned films for that week. You will be given questions at the start of class, which will be discussed within your group. Each individual will then write up answers/opinions for these questions and upload it to the class assignments page. Further details will be given in class.

### **Academic Honesty:**

Academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism on exams, quizzes or written assignments is a serious matter which may result in a zero for that assignment and possibly for the course. Violations of the honor code include, but are not limited to, plagiarism (intentional or unintentional), cheating, unauthorized collaboration and misrepresenting any work that isn't yours as your own.

Additionally, the incident will be reported to the Dean of Students Office for further investigation and disciplinary action. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

For more information regarding the UF academic honesty policy and honor code violations, see <http://www.dso.ufl.edu/students.php>.

### **Make-up and Late Assignment Policy:**

Make-up exams due to approved absences **must** be arranged **ahead of time**. If an exam is missed for an event that was known ahead of time, but not cleared with the instructor prior to missing the exam, no make-up exam will be given, and the student will earn a zero for that exam, even for official university events. Students who miss exams due to an unforeseen emergency or illness will need to bring official documentation of the emergency (doctor's note, notice of hospital admission, etc.) as soon as possible. Make-up exams can be arranged at the discretion of the instructor, but they will be a different exam than given to the rest of the class. In-class "pop-quizzes" cannot be made up, except for approved absences or documented illness.

Late assignments will not be accepted unless pre-arranged due to an approved reason. For pre-approved absences or emergency situations, contact the instructor ahead of time (or ASAP after the fact for an unexpected emergency but within a week) to discuss missed or late assignments. Not arranging ahead of time for approved absences or waiting longer than a week in the event of an emergency may result in getting a zero for that assignment.

### **University Policy on Accommodating Students with Disabilities:**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>) early in the semester. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **Getting Help:**

#### **For issues with technical difficulties with E-learning in Canvas:**

Please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for extensions due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will

document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request an extension, and take a screen shot at the time of the problem.

**Other resources** are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

**For help with writing skills:**

The Writing Studio at UF is a great resource:

<http://writing.ufl.edu/writing-studio/>

**Tutoring:**

Tutoring is available through the Teaching Center: SW Broward Hall, 392-

2010. <https://teachingcenter.ufl.edu/tutoring/>

**Grading Policies:**

Assignment	Points or percentage
Exam 1	50 points (20%)
Exam 2	50 points (20%)
Exam 3	50 points (20%)
2 Response Papers (20 points each)	40 points (16%)
4 Group Discussions (5 points each)	20 points (8%)
10 quizzes (4 points each)	40 points (16%)
<b>Total</b>	<b>250 points</b>

**Grading Scale:**

No grades will be discussed via email. If you have a question regarding your grade, please make an appointment to speak with the instructor or stop by during office hours. Letter grades will be assigned based on the total percent of points according to the following scale:

A = 93% or above    C = 73-76.99%  
A- = 90-92.99%    C- = 70-72.99%  
B+ = 87-89.99%    D+ = 67-69.99%  
B = 83-86.99%    D = 63-66.99%  
B- = 80-82.99%    D- = 60-62.99%  
C+ = 77-79.99%    E = below 60%

Current grade status is available under the “Grades” section of the class webpage on Canvas.

For more information see the undergraduate catalogue for grading policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Extra Credit:**

There will be one extra-credit assignment offered during the semester, details to be discussed in class and posted to the class webpage.

**Course Schedule**

Week	Date	Class Topic	Movies/Online Assignments to do at Home	Textbook Chapter to Read	Articles to Read
1	1/4/17 Weds.	Class introduction and overview		none	none
	1/6/17 Fri.	What is Anthropology? What is Culture? Intro to the 4 Fields		Ch. 1	
2	1/9/17 Mon.	Intro to 4 Fields continued		Ch. 1	
	1/11/17 Weds.	Intro to Biological Anthropology: Biology and Science; How do we Know what we Know?		Ch. 2	Gould 1997
	1/13/17 Fri.	Principles of Evolution		Ch. 2	Grant 1991
3	1/16/17 Mon.	<b>Holiday- No class</b>			
	1/18/17 Weds.	Primates and Primatology	Nova “Ape Genius” (film)	Ch. 3	Whiten & Boesch 2001

	1/20/17 Fri.	Human Evolution: The Fossil Record <u>In Class Film:</u> Becoming Human		Ch. 4	
4	1/23/17 Mon.	Modern Human Origins: What it Means to be Human <u>In Class Film:</u> Lice and Human Evolution	Nova "What Makes Us Human" (film)	Ch. 4	Balter 2009
	1/25/17 Weds.	<b>Group Discussion 1</b>			
	1/27/17 Fri.	The Neolithic: The Origins of Farming and Plant Domestication		Ch. 5	Sahlins 2006
5	1/30/17 Mon.	Animal Domestication and the Human-Animal Bond	The Fox Farm Experiment (online article, American Scientist)		
	2/1/17 Weds.	The Origin of Cities and States <b>Written Assignment 1 due</b>	"Indus: The Unvoiced Civilization" (film)	Ch. 6	
	2/3/17 Fri.	Human Diversity <u>In Class Film:</u> Race-The Power of an Illusion	PBS "Race: Sorting People" (online activity)	Ch. 7	AAA Statement on Race (online)
6	2/6/17 Mon.	Applied Physical Anthropology	Witness to Genocide (Archaeology Magazine online article)	Ch. 1 (pg. 14-15)	
	2/8/17 Weds.	Peopling the New World	DNA from 12,000 Year Old Skeleton (Smithsonian online article and film-clip)		Kitchen et al. 2008
	2/10/17 Fri.	<b>Exam 1</b>			
7	2/13/17 Mon.	Cultural Anthropology: What is Culture?		Ch. 8	Watson 1995
	2/15/17 Weds.	Concepts of Culture		Ch. 8	Miner 1956
	2/17/17 Fri.	Studying People and Culture: Ethnography	"First Contact" (film)	Ch. 1 (pgs 24-26)	AAA Code of Ethics (read online)



8	2/20/17 Mon.	Family and Kinship Systems		Ch. 13	
	2/22/17 Weds.	Social Identity, Sexuality, and Gender		Ch. 10	Blackwood 1984
	2/24/17 Fri.	Marriage and Reproduction		Ch. 12	
9	2/27/17 Mon.	<b>Group Discussion 2</b>			
	3/1/17 Weds.	Subsistence and Exchange Systems		Ch. 11	Mauss 1990
	3/3/17 Fri.	Politics and Power		Ch. 14	
10		<b>March 6-10, 2017 Spring Break</b>			
11	3/13/17 Mon.	War and Conflict		Ch. 14	Thorpe 2003
	3/15/17 Weds.	Religion, Witchcraft and Magic; Making Sense of the World Around Us		Ch. 15	Evans- Pritchard 1976
	3/17/17 Fri.	<b>Exam 2</b>			
12	3/20/17 Mon.	Applied Cultural Anthropology (medical, economic, urban)		Ch. 16 (pgs. 349-350, 355-356)	Scheper-Hughes 1989
	3/22/17 Weds.	<b>Group Discussion #3</b>			
	3/24/17 Fri.	Linguistics Part 1: The Origins and Study of Language		Ch. 9	Balter 2010
13	3/27/17 Mon.	Applied Linguistics In class Film: The Linguists			
	3/29/17 Weds.	Linguistics Part 2: The Origins and Study of Writing <b>Written Assignment 2 due</b>	"Cracking the Maya Code" (film)	Ch. 9	Lawler 2001

	3/31/17 Fri.	Introduction to Archaeology: History, Methods and Theory		Ch. 1 (pgs 9-12)	AIA- Archaeology 101
14	4/3/17 Mon.	Old World Archaeology	What Lies Beneath Stonehenge? (Smithsonian online article)		SAA Code of Ethics (read online)
	4/5/17 Weds.	New World Archaeology	Nova "The Ghosts of Machu Picchu" (film)		The Codices of Mexico (INAH interactive website)
	4/7/17 Fri.	Special topics in Archaeology: Historic, Environmental, Zooarchaeology, Archaeobotany	The Beer Archaeologist (Smithsonian online article)		
15	4/10/17 Mon.	CRM and heritage preservation	National Park Service Archaeology Laws website (review law summaries)	Ch. 1 (pg.TBA)	
	4/12/17 Weds.	Anthropology and Globalization		Ch. 1 (pg 27) Ch. 16	Nunn-Qian 2010
	4/14/17 Fri.	<b>Group Discussion 4</b>	Kennewick Man (Smithsonian online article)		Berger 2015
16	4/17/17 Mon.	Indigenous Peoples and Human Rights		Ch. 16	
	4/19/17 Weds.	<b>Exam 3</b>			
	4/21/17 Fri.	<b>Reading Day-no class</b>			

### **Films and Online Resources:**

While shorter films may be shown in class, longer movies are to be watched **at home**, prior to class. There are also several online articles assigned. Here are the links where you can watch/read them.

- American Anthropological Association (AAA) "Statement on Race":  
<http://www.aaanet.org/stmts/racepp.htm>

- American Anthropological Association (AAA) “Statement on Ethics”: <http://ethics.aaanet.org/ethics-statement-0-preamble/>
- American Scientist: “The Fox Farm Experiment” <http://www.americanscientist.org/issues/num2/early-canid-domestication-the-farm-fox-experiment/1>
- Archaeology Magazine: “Witness to Genocide”: <http://archive.archaeology.org/0901/etc/iraq.html>
- <https://www.youtube.com/watch?v=m4kOlzMqso0>
- “First Contact” documentary: <https://vimeo.com/51548963>
- INAH: The Codices of Mexico; <http://codices.inah.gob.mx/pc/index.php>
- MICO: “Indus: The Unvoiced Civilization”: <http://digital.films.com/play/LJLKRS>
- National Park Service, “Archaeology Laws”: <http://www.nps.gov/archeology/tools/Laws/index.htm>
- Nova “Ape Genius”: <http://www.pbs.org/wgbh/nova/nature/ape-genius.html> or <https://www.youtube.com/watch?v=SFGTHtrhtfg>
- Nova “Cracking the Maya Code”: <http://www.pbs.org/wgbh/nova/ancient/cracking-maya-code.html> or <https://www.youtube.com/watch?v=H5ppfC6y-5s>
- Nova “What Makes Us Human”: <http://www.pbs.org/wgbh/nova/evolution/what-makes-us-human-pro.html> or <https://www.youtube.com/watch?v=S2aT6WSly0o>
- Nova “The Ghosts of Machu Picchu”: <http://www.pbs.org/wgbh/nova/ancient/ghosts-machu-picchu.html> or <https://www.youtube.com/watch?v=06GE2rtglaY>
- PBS, “Race: Sorting People” Activity: [http://www.pbs.org/race/002\\_SortingPeople/002\\_00-home.htm](http://www.pbs.org/race/002_SortingPeople/002_00-home.htm)
- Smithsonian, “The Beer Archaeologist”: <http://www.smithsonianmag.com/history/the-beer-archaeologist-17016372/>
- Smithsonian, “DNA from 12,000 Year Old Skeleton” Article and Film-clip: <http://www.smithsonianmag.com/science-nature/dna-12000-year-old-skeleton-helps-answer-question-who-were-first-americans-180951469/?no-ist>
- Smithsonian, “Kennewick Man Finally Freed to Share his Secrets” article: <http://www.smithsonianmag.com/history/kennewick-man-finally-freed-share-his-secrets-180952462/>
- Smithsonian, “What Lies Beneath Stonehenge?”: <http://www.smithsonianmag.com/history/what-lies-beneath-Stonehenge-180952437/>
- Society for American Archaeology (SAA) “Principles of Archaeological Ethics”: <http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

### **Assigned Readings (available on class website on Canvas under “files” tab)**

Archaeology 101, Education Dept., Archaeological Institute of America Lesson Plans, pp. 1-4.

Balter, Michael

2009 Early Start for Human Art? Ochre May Revise Timeline. *Science* New Series

- 323(5914):569.  
2010 Animal Communication Helps Reveal Roots of Language. *Science* 328:969-971.
- Berger, Knute  
2015 Kennewick Man: A Never-ending Nightmare for Tribes. *Crosscut.com/2015/09*
- Blackwood, Evelyn  
1984 Sexuality and Gender in Certain Native American Tribes: The Case of Cross-Gender Females. *Signs* 10(1):27-42.
- Evans-Pritchard, E.E.  
1976 The Notion of Witchcraft Explains Unfortunate Events. In *Witchcraft, Oracles and Magic Among the Azande*, pp. 18-32. Oxford University Press, Oxford.
- Gould, Stephen J. 1997 Non-Overlapping Magisteria. *Natural History* 106:16-22.
- Grant, Peter R.  
1991 Natural Selection and Darwin's Finches. *Scientific American*. Oct. 1991:82-87.
- Kitchen, Andrew, Michael M. Miyamoto, and Connie J. Mulligan  
2008 A Three-Stage Colonization Model for the Peopling of the Americas. *PLoS One* 3(2):1-7.
- Lawler, Andrew  
2001 Writing Gets a Rewrite. *Science New Series* 292(5526):2418-2420.
- Mauss, Marcel  
1990 *The Gift: The Form and Reason for Exchange in Archaic Societies*. Translated by: W.D. Halls. W.W. Norton, New York.
- Miner, Horace  
1956 Body Ritual among the Nacirema. *American Anthropologist* 58(3):503-507.
- Nunn, Nathan, and Nancy Qian  
2010 The Columbian Exchange: A History of Disease, Food and Ideas. *The Journal of Economic Perspectives*. 24(2):163-188.
- Sahlins, Marshall 2006 The Original Affluent Society. In *The Politics of Egalitarianism*, pp. 79-98. Berghahn Books, New York
- Scheper-Hughes, Nancy  
1989 Death Without Weeping. *Natural History* 98(10):8-16.
- Thorpe, I. J. N.  
2003 Anthropology, Archaeology and the Origins of Warfare. *World Archaeology* 35(1):145-165.
- Watson, Patty Jo  
1995 Archaeology, Anthropology and the Culture Concept. *American Anthropologist* 97(4):683-694.
- Whiten, Andrew, and Christophe Boesch  
2001 The Cultures of Chimpanzees. *Scientific American-American Edition* 284(1): 48-55.

**Course evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.