

GENERAL ANTHROPOLOGY - ANT2000

Section: 1D31

Spring 2017

Meeting times: Tu: 11:45 – 1:40 & Th: 12:50 – 1:40

Room: L011

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Course description: This is an interactive and introductory course that will survey the subject of general anthropology. Anthropology takes a holistic approach to understanding what it means to be human. Anthropology's four main subfields provide the primary framework for this approach and include cultural anthropology, archaeology, physical/biological anthropology, and linguistics. Fundamental anthropological concepts and their origins will also be examined.

Course objectives:

- Recognize the holistic nature of humans through the four subfields of anthropology
- Develop detailed knowledge of major theoretical and methodological developments within the four subfields
- Distinguish the evolutionary sequence from the earliest primates through modern humans
- Identify characteristics of social complexity and variation within economic, political, and legal systems
- Recognize and appreciate the diversity of human culture in the United States and elsewhere
- Demonstrate how an anthropological perspective is useful in a wide range of disciplines
- Recognize the interconnectedness of our world and how it is being transformed

This course fulfills a Social Science General Education requirement: 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.

Learning outcomes:

- 1. Gain awareness and understanding of the cross-cultural impact of the social and/or natural environment on the development of self and culture:** *Students will conduct simplified ethnographies designed to illustrate human diversity and cultural processes. Students will produce multi-format responses in the form of written text, illustration (graphic and hand worked), and photography centered on anthropological problems.*
- 2. Acquire the ability collect information relevant to an issue/problem using methods and sources suitable to the discipline:** *Students will demonstrate this ability by responding in written form to structured problem-solving prompts that incorporate peer-reviewed sources and varied media formats.*
- 3. Verify the accuracy, authority, bias, currency, and sufficiency of collected evidence applicable to an issue/problem:** *Students will participate in scheduled in-class discussions designed to encourage critical assessments and debate regarding anthropological case studies.*

4. **Document sources by following a system of citation appropriate to the discipline:** *Students' written responses will be assessed for appropriate AAA style citation and general quality of writing.*

5. **Organize collected information in a coherent, unified, and logical manner:** *Student activity papers will be assessed for logical organization, appropriate arguments and accompanying supporting peer-reviewed reference materials.*

Required textbook:

- Haviland, Prins, Walrath, McBride. *The Essence of Anthropology*. 4th Edition (2015). NOTE: the text is available at the UF book store, Amazon, etc. It is also available to rent which is less expensive than a print copy and the Amazon Prime® is delivered within 2 days.

Course schedule:

Date	Topics	Readings	Films & Activities
Th 1-5	What is anthropology? What is culture?	Text: Chp. 1: Thinking and doing anthropology	
Tu 1-10	Research methods		ACTIVITIES ASSIGNED
Th 1-12	Genetics & Evolutionary process I	Text: Chp. 2: Biology, genetics, and evolution	Film: Ape Genius
Tu 1-17	Genetics & Evolutionary process II	Text: Chps 3: The living primates; Chp. 4: Human evolution	Discussion: Ape Genius
Th 1-19	Homonins	Article: Cartmill 2000	Film: Decoding Neanderthals
Tu 1-24	Emergence of <i>Homo</i>	Article: Wong 2006	
Th 1-26	Humans relationships with land & food I	Text: Chp. 5: The Neolithic Revolution	
Tu 1-31	Humans relationships with land & food II	Text: Chp. 11: Subsistence and exchange	
Th 2-2	Civilization I	Text: Chp. 6: The emergence of cities and states	Film: Indus: The Unvoiced Civilization
Tu 2-7	Civilization II		Discussion: Indus: The Unvoiced Civilization (Response due: 2-14)
Th 2-9	EXAM I		
Tu: 2-14	Linguistics I	Text: Chp. 9: Language and communication Articles: Yu 2014; Gildersleeve 2016	
Th: 2-16	Linguistics II		
Tu: 2-21	Culture change & ethnogenesis	Text: Chp. 8: Characteristics of culture	Film: Nanook of the North
Th: 2-23	Culture & Agency		
Tu: 2-28	Valuing diversity I	Chp. 7: Modern human diversity: Race & Racism	TEDx talk: Vernā Myers: How to overcome our biases? Walk boldly toward them

Th: 3-2	Valuing diversity II		Film: As They Are: Two-Spirit People in the Modern World
Tu 3-7 & Th 3-9	SPRING BREAK!!!		
Tu: 3-14	Sex & Gender	Text: Chp. 10: Social identity, personality, & gender; Article: Williams 2010	Discussion: As They Are: Two-Spirit People in the Modern World (Response due: 3-21)
Th: 3-16	EXAM II		
Tu: 3-21	Sex & Gender (cont.) and Marriage & Kinship	Articles: Nanda 2000; Goldstein 1987	
Th: 3-23	Marriage & Kinship	Text: Chp. 12: Sex and Marriage	Kinship activity due - midnight canvas
Tu: 3-28	Religion	Text: Chp. 15: Spirituality & religion; Article: Gmelch 1992	
Th: 3-30	Art		
Tu: 4-4	Art & Conflict	Text: Chp. 14: Politics, power, & violence	Religion activity due - midnight canvas
Th: 4-6	Conflict		
Tu: 4-11	Globalism & Health	Text: Global changes and the role of anthropology	Film: Becoming Maasai
Th: 4-13	Applied ethics		Discussion: Becoming Maasai (Response due 4-18)
Tu: 4-18	EXAM III		

Online reading assignment links: Follow the link, you can read online and take notes or download

- Gildersleeve, Owen 2016 Evidence Rebuts Chomsky's Theory of Language Learning. Scientific American http://www.scientificamerican.com/article/evidence-rebuts-chomsky-s-theory-of-language-learning/?WT.mc_id=send-to-friend
- Suggested additional reading (Biological and Inequity section): Shipman, Pat (2003) We are all Africans. *American Scientist*, Past Issue: <http://www.americanscientist.org/issues/pub/we-are-all-africans>
- Suggested additional reading (Biological): Wong, Kate (2006) The Littlest Human. *American Scientist* 16, 48 – 57: <http://www.nature.com/scientificamerican/journal/v16/n2/full/scientificamerican0606-48sp.html>
- Suggested additional reading (Biological): National Geographic, Genographic Project, “Why Am I Denisovan?”: <https://genographic.nationalgeographic.com/denisovan/>
- Williams, Walter. The Two-Spirit People of the Indigenous Americas, *The Guardian*: <http://www.theguardian.com/music/2010/oct/11/two-spirit-people-north-america>

Film links: all films are available online and **will be viewed at home**, NOT in class. You should take notes.

- Nova, PBS, “Ape Genius”: <https://www.youtube.com/watch?v=SFGTHtrhtfg>
- Nova, PBS, “Decoding Neanderthals”: <https://www.youtube.com/watch?v=tevSkylmvXk>
- MICO: “Indus: The Unvoiced Civilization”: <http://digital.films.com/play/LJLKRS>
- Nanook of the North (1922) - Classic Documentary <https://www.youtube.com/watch?v=m4kOIZMqso0>
- Vernā Myers: How to overcome our biases? Walk boldly toward them https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them
- As They Are: Two-Spirit People in the Modern World <https://www.youtube.com/watch?v=AYGxZL870ZE>
- www.Askenya.org. “Becoming Maasai Women”: <https://www.youtube.com/watch?v=G5w3PEHsnr8>

Assigned article PDFs available through canvas: you will find the reading under the course heading of ANT2000, and then click on “files”, all PDFs will be there available for download. This is the canvas link: <https://lss.at.ufl.edu/>

- Cartmill, Matt 1989 The Gift of Gab. Discovery 19 (11): 56-60.
- Gmelch, George J. 2000 Baseball Magic: Revised version of "Superstition and Ritual in American Baseball." Elysian Fields Quarterly 11 (3): 25-36.
- Recommended reading (Inequity) Marks, Jonathan 1994 Black, White, Other: Racial Categories are Cultural Constructs Masquerading as Biology. Natural History Magazine Pp. 33-35.
- Excerpts: Mauss, Marcel 1990 The Gift: The Form and Reason for Exchange in Archaic Societies. Translated by: W.D. Halls. W.W. Norton, New York.
- Nanda, Serena 2000 Arranging a Marriage in India. In: Stumbling Toward Truth: Anthropologists at Work, edited by Philip R. Devita, ed. Pp. 196–204. John Jay College of Criminal Justice.
- Yu, Alan 2014 How Language Seems To Shape One's View Of The World. Shots - Health News: NPR: 1-4.

Student expectations: Students are required to attend lectures and to complete all assigned readings before class. Readings and films will be discussed in class and students are expected to actively participate. Grades will be based on a combination of class participation, written assignments, quizzes and exams.

Exams: There are a total of three exams that will be given in class and will consist of multiple choice questions as well as short answer questions. Exams will cover lecture material, films, material from your assigned readings in your text as well as the supplemental material posted in canvas. There will be NO make-up exams unless discussed and arranged with the instructor **prior** to the scheduled date of the quiz. Make-up exams are essay format.

Quizzes: There will be a total of three pop quizzes. They will not be announced. If you are late, you will NOT be permitted to make the quiz up. There will be NO make-up quizzes unless discussed and arranged with the instructor **prior** to the scheduled date of the quiz. There will be additional unannounced quizzes that will count as extra credit and are designed to keep students on track with more difficult concepts and to award attendance.

Class discussions: There are a total of four formal, scheduled class discussions. Students are expected to come prepared having read and reviewed ALL assigned materials, including films. You will be working in teams that will be assigned in class.

Response papers/Activities: There are a total of four response/activity papers. Each of the papers require that you address discussion questions that have been submitted during discussion days. Some of these responses may take the form of activities that compliment that week's topic. I will assign each response paper or activity IN CLASS. I will provide a detailed rubric for each response. In general, these response papers should not exceed one to one and a half double-spaced pages. They are writing assignments and grammar and composition will be graded. If you are not in class that day you will not be eligible to turn in the assignment unless PRIOR arrangements are made. Response papers will be submitted to Canvas by midnight on the due date

Final grades are based on how many points you earn divided by the total points available (620 points). A detailed breakdown of final grades is outlined below. There will be extra credit opportunities for additional points. They are calculated as illustrated below. Additional information on UF grading policy can be found at:

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

Assessments: A student can earn a maximum of 620 points.

Assignment	# of assignments	Points each	Total
Exam	3	100	300
Responses	4	30	120
Pop quizzes	3	30	90
Activity	2	First (50); Second (60)	110
Total points			620

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Total points	620-577	576-588	587-539	538-521	520-496	495-477	476-459	458-434	433-415	414-397	396-372	< 371
Percent	100-93	92.9-90.0	89.9-87.0	86.9-84.0	83.9-80.0	79.9-77.0	76.9-74.0	73.9-70.0	69.9-67.0	66.9-64.0	63.9-60.0	< 60

- Extra credit is awarded at the discretion of the instructor and never for individual students. The points are added to the total points. For example, if you received a score of 100 on two assignments and then 2 extra credit points it is calculated as follows:
 - **THIS:** $100 + 100 + 2 = 202/2 = 101$
 - **NOT THIS:** $100 + 100 = 200/2 = 100 + 2 = 102$

Critical Dates: MARK THESE DATES IN YOUR CALENDAR, all exams will be given in class during regular class periods.

- **Exam I:** February 9th
- **Exam II:** March 16th
- **Exam III:** April 18th

Class Attendance and Tardiness Policy: No class roll will be taken; however, absence from class will directly affect your participation grade in this class. Absence from class will make you ineligible for participation credits that session. You are expected to be in class from beginning to end. Arriving late for class or leaving early has the same effect as absence from class. It will make you ineligible for participation credit that session. Any student who misses more than three classes must communicate to the instructor the reasons for these absences. If, for any reason, you stop attending class, without notifying your instructor, you will receive an “E” grade on your permanent record. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Assignment Policy: Assignments that are turned in late receive no credit or will not be evaluated unless there has been a documented emergency. Similarly, missing an exam deadline will result in a failing grade for that exam unless there has been a documented emergency. Documented emergencies include emergency hospitalizations of the student (certified by attending physician), deaths in the immediate family or love (parents, siblings, spouses, children, or a lover; certified by a mortician), or disabling accidents/diseases involving the student near the time of the due date (certified by police). If there are other extenuating circumstances that you need assistance with arrangements must be made BEFORE the assignment is due. **NO WORK WILL BE ACCEPTED AFTER MIDNIGHT THE LAST DAY OF CLASS 4-18.**

Academic honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” An excellent website that discusses plagiarism (provides a definition and many useful examples) is <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>. All students should read this material.

Accommodations for students with disabilities: If you require accommodation due to a disability, please make an appointment during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Tutoring: Tutoring is available through the teaching center: SW Broward Hall, 392-2010.

Reading and writing assistance is available through the Reading and Writing Center: SW Broward Hall, 392-6420.

If for any reason you are overwhelmed, over-stressed, experience prolonged periods of sadness, or simply need assistance with time management or study skills please utilize UF's Counseling Services:

On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

Harassment and Discrimination:

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated is asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

Cell phones, computers, touch pads and other smart devices: Use of cell phones, computers and touch pads will not be actively policed. However, students are asked to please be respectful their fellow students in the course as well as the instructor, who will not appreciate continued distractions.

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/>

Frequently asked questions or FAQs:

Do you post your powerpoints? Yes, powerpoints for each upcoming class will be posted prior to class in canvas.

How soon can I expect a response from an e-mail? And where should I e-mail? I try and answer all e-mails within a 24 hour period. This means that if you e-mail me at 3 o'clock in the morning you may not get an answer until the following day. Please use canvas to contact me.

How do I do well on the quizzes? Quizzes are primarily designed to reward students who attend class. If you read assigned materials and attend class regularly you will do well.

How do I get the maximum points for response papers? To get the maximum points on responses be sure to address questions completely. If you are asked an opinion question, it should include SPECIFIC references to readings, films, assigned articles, or lecture to support your opinion. Be sure to complete all sections of activities.

Will you post a study guide for the exam? No, I will not post a study guide. However, all assigned materials including films, articles, and ideas presented in class will be fair game for the exam. There are a few helpful hints:

- I will take at least two to three questions directly from your book chapters.

- I also take many questions directly from the quizzes given in class so it is a good idea to make sure those are in your notes.
- You will most certainly see some of the response questions in some format on the exam.
- If I say in class, “Wow, this would make a good exam question,” chances are great that you will see it on the exam.

If I am concerned about how an assignment is graded can I ask the instructor to review? Absolutely, I strongly encourage all students to approach me, in a respectful manner, to discuss any grades or concepts they are concerned about. However, you must bring any concerns to my attention in a timely manner, within 24-48 hours of receiving the graded assignment. Grades for assignments that have been returned to you over a week prior can be discussed, but will NOT be considered for grade changes. This means you cannot wait until the end of the semester to discuss grades on assignments.

Is there any extra credit? Extra-credit is at the discretion of the instructor. If extra credit is assigned it is offered to all students. There will be absolutely NO extra-credit assignments awarded to individual students.