

ANTHROPOLOGY 101
 Introduction to Anthropology
 Fall 2012
 Section 101.06, TR 12:15-1:30, Bellsouth Bldg. 415

Dr. Hector Qirko
 Office Hours: TR 9:30-11:30 am,
 1:45-2:45 pm, and MWF by appt.

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Course objectives: To explore anthropology's fundamental theory, methods, major sub-fields, and findings; past and present human biological and cultural similarities and differences; and the relevance of an anthropological perspective to addressing contemporary problems.

Course structure: Class periods will consist of lectures, discussion of topics and readings, and occasional films.

Graded work:

Exam I	25%
Exam II	25%
Exam III	30%
Debate analysis I	10%
Debate analysis II	10%
Extra-credit quizzes	up to 5 course grade points

Grade scale:

A 90-100%; A- 88-89; B+ 86-87; B 80-85; B- 78-79; C+ 76-77; C 70-75; C- 68-69; D+ 66-67; D 60-65; D- 58-59; F 57 or below.

Requirements:

Textbook

Anthropology: The Exploration of Human Diversity, by Conrad P. Kottak (**NOTE:** 14^h Edition), McGraw Hill.

Additional readings and materials- **required**

Additional readings and videos are listed in the course outline below by class meeting date. These can be accessed by following the provided links. Although in a more general way than textbook and lectures, all of these materials constitute course requirements and are subject to quiz and exam questions and class discussion.

Additional readings and materials- **not required**

Each chapter of the textbook is accompanied by a useful "Living Anthropology Video" (accessible at http://highered.mcgraw-hill.com/sites/0078116996/student_view0/ -use the "choose a chapter" pull-down menu to locate). Also, the "Additional Online Resources (FYI)" links at the end of this syllabus contain useful materials and study aids you are encouraged to explore.

NOTE: For best results, read assigned textbook sections and read/view additional materials **prior** to class periods for which they are assigned! Please let me know of any broken links or other access issues as soon as you encounter them.

Exams (9/25, 10/25, 12/6)

There will be three in-class, short identification exams designed to ensure course engagement and understanding of materials covered in the lectures, textbook, films, additional materials, and class discussion. In addition to fundamental terms, concepts and illustrations, you will be expected to identify specific research as emphasized in lecture material. Exams are not cumulative, and study guides will be provided prior to each. Exams missed due to **excused and documented absences** can be made-up on 12/4 (Reading Day) at 10:00 a.m., location TBA. You **must** contact me prior to that date if you plan on taking the test. Make-up exams will be in short identification and essay format.

Debate analyses (due 10/11, 11/29)

You will prepare two 4-5 page (double-spaced, 12pt font) analyses of current debates in anthropology. For each assignment, at least **two** anthropological sources (ideally one supporting each side) will be identified, summarized, and analyzed in terms of their relevance to **one** debate. Your paper must conclude with your evaluation of the debate and its support from sources. A list of potential debates will be provided, although you may propose one from outside the list. Your sources will ideally be journal articles, and you may use other equally authoritative sources if available – but **no** encyclopedia entries, news articles, or informal. Debate analyses are due (hard copy only) on assigned course dates (see outline), and may be handed in earlier, but will not be accepted late. **NOTE:** you may work with one other classmate on either or both analyses (more details in class). You may also submit drafts prior to due dates for content and editorial feedback (make sure to allow sufficient time to receive responses, however).

Quizzes (TBA)

In order to reward consistent attendance and the timely reading/viewing of course materials, there will be **six** short extra-credit quizzes given at the beginning of selected class periods. Each quiz will be worth 1 point, for a maximum extra credit of 5 course grade points.

Class participation

Class attendance, engagement, and participation are essential for success in this course, as much of the material on exams will stem directly from lectures, films, and class discussion. While attendance will not be taken, you are responsible for all information disseminated in the course. If you must miss a class, obtain notes from classmates and feel free to meet with me during office hours to discuss them prior to the relevant exam. I will not provide lecture notes, although I will post lecture outlines and power-point content.

For absences that require documentation (i.e., exam-date or extended absences related to health, personal or emergency situations), you must complete and turn in the appropriate forms to 67 George St (more information and downloadable forms at http://www.cofc.edu/studentaffairs/general_info/absence).

Honor code:

Violations of the honor code will be taken seriously. If you need reminding, see your Student Handbook to review code violations and penalties. As plagiarism is a common (and occasionally unintentional) infraction, Please watch the tutorial developed by the College Library at

<http://tutorials.library.cofc.edu/research/plagiarism/index.html> and/or read material from the Purdue Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/589/1/>. Also, given the nature of this course, you might find a New York Times article that touches on cultural aspects of plagiarism interesting (<http://nyti.ms/cpjpgAf>).

Special needs:

If you have a documented disability and have been approved to receive accommodations through SNAP Services (<http://disabilityservices.cofc.edu/>), please feel free to discuss related issues with me at any time during office hours or by appointment.

COURSE OUTLINE

(Subject to revision; chapter listings refer to Kottak text;
listed links can be found below course outline)

8/21	Introduction to course	
8/23	Introduction to anthropology	[chaps 1, 13 (pp.294-304)]
8/28	Culture	[chaps 2, 13 (pp.:283-290), Links A, B]
8/30	Evolutionary theory in anthropology	[chapt 5, Link C]
9/4	Methods for studying the past	[chapt 4]
9/6	Early hominins	[chapt 8, Link D]
9/11	FILM I	
9/13	Genus Homo	[chapt 9, Links E, F]
9/18	Modern humans	[chapt 10, Link G, H, I]
9/20	Primates	[chapt 7, Links J, K]
9/25	Exam I	
9/27	Language and communication	[chapt 14, Links L, M, N]
10/2	Human variation	[chapt 6, Link O, P]
10/4	Race/ethnicity	[chapt 15, Link Q]
10/9	Domestication	[chapt 11, Links R, S]
10/11	Complex societies	[chapt 12, Link T, analysis 1 due]
10/16	Subsistence strategies	[chapt 16, Links U, V]

10/18	FILM 2	
10/23	Kinship	[chapt 19, Link W]
10/25	Exam II	
10/30	Marriage	[chapt 20, link X]
11/1	Sex and gender	[chapt 18, Links Y, Z]
11/6	No class- Election Day	
11/8	Religion	[chapt 21, Link AA]
11/13	Political and legal systems	[chapt 17]
11/15	Expressive culture	[chapt 22]
11/20	FILM 3	
11/22	No class- Thanksgiving	
11/27	Applying anthropology I	[chapt 23, 3, link AB, AC]
11/29	Applying anthropology II	[chapt 24, Links AD, analysis 2 due]
12/6	Exam III* (12:00-3:00 pm)	

*NOTE: Final exam day/time may not be changed unless you have too many exams scheduled on the same day (as defined by the College).

INTERNET LINKS TO ADDITIONAL COURSE MATERIAL

(Listed by date in course outline above)

A. Anthropological intro to YouTube - video (long and getting old, but still worth it...)

http://www.youtube.com/watch?v=TPAO-IZ4_hU&feature=related

B. Jan Chipchase: The anthropology of mobile phones (16:07)

http://www.ted.com/talks/lang/en/jan_chipchase_on_our_mobile_phones.html

C. 5 signs humans are still evolving

<http://www.mentalfloss.com/blogs/archives/128372>

D. Ardipithecus video (3.5 min)

http://www.youtube.com/watch?v=Pw_J6jV02eU

E. Some prehumans feasted on bark instead of grasses

<http://www.nytimes.com/2012/06/28/science/australopithecus-sediba-preferred-forest-foods-fossil-teeth-suggest.html>

F. Update on Neanderthals and humans

<http://news.nationalgeographic.com/news/2010/05/100506-science-neanderthals-humans-mated-interbred-dna-gene/>

G. Neanderthal cognition

<http://www.scientificamerican.com/article.cfm?id=heavy-brows-high-art>

H. Modern culture may have earlier start

http://m.apnews.com/ap/db_268810/contentdetail.htm?contentguid=HJu802co

I. Earliest americans arrived in waves, DNA study finds

<http://www.nytimes.com/2012/07/12/science/earliest-americans-arrived-in-3-waves-not-1-dna-study-finds.html?emc=eta1>

J. Chimpanzee memory test video (3 min)

<http://www.youtube.com/watch?v=zJAH4ZJBiN8&feature=related>

K. Great apes self-recognition video (2.5 min)

http://www.youtube.com/watch?v=W-pc_M2qI74&feature=fvw

L. The last speakers video (2.16 min)

<http://www.youtube.com/watch?v=O89PkSNTtbg>

M. Phonetic clues hint language is Africa-born

<http://www.nytimes.com/2011/04/15/science/15language.html?emc=eta1>

N. Study links biodiversity and language loss

<http://www.bbc.co.uk/news/science-environment-18020636>

O. What is race? The power of an illusion (interactive presentation)

http://www.pbs.org/race/000_General/000_00-Home.htm

P. Nina Jablonski breaks the illusion of skin color, 14:46

http://www.ted.com/talks/lang/en/nina_jablonski_breaks_the_illusion_of_skin_color.html

Q. Brown eyes/blue eyes video (9.5 min)

<http://www.youtube.com/watch?v=0UbNp15zDtE&feature=related>

R. Tracking the ancestry of corn

<http://nyti.ms/bRKxkC>

S. Nutrition and health in agriculturalists and hunter-gatherers

<http://www.proteinpower.com/drmike/low-carb-diets/nutrition-and-health-in-agriculturalists-and-hunter-gatherers/>

T. Update: Maya ecological thinking

<http://www.miller-mccune.com/environment/learning-from-the-ancients-19385/>

U. Ancient humans as major predators in marine food webs

<http://www.sciencedaily.com/releases/2012/02/120222132120.htm#.T6G90lybjH0.email>

V. Nomadic pastoralists in Chad video (7.2 min)

<http://www.youtube.com/watch?v=xpUJUOTFGNE>

W. Mother love

<http://globetrotter.berkeley.edu/people/Scheper-Hughes/sh-con4.html>

X. Two classes in America divided by “I do”

<http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html>

Y. Gender role interviews with children video (2.5 min)

<http://www.youtube.com/watch?v=pWc1e3Nbc2g>

Z. Generation of dissolving gender roles video (2.5. min)

<http://www.youtube.com/watch?v=l51rxnKJRfk&feature=related>

AA. Day of the Dead in San Antonio video (8 min)

<http://video.google.com/videoplay?docid=-3642232618036391409&hl=en#>

AB. Applied anthropology case study: Behrhorst Partners for Development

http://www.behrhorst.org/programs_and_projects

AC. Applied anthropology case study: how electricity changes daily life in Zanzibar

http://www.antropologi.info/blog/anthropology/2008/how_electricity_changes_daily_life_in_za

AD. Human terrain systems

<http://www.time.com/time/world/article/0,8599,2000169,00.html>

ADDITIONAL ONLINE RESOURCES (FYI, not required)

A good (linked) list of online anthropology videos and clips of relevance to our course can be found at <http://cnx.org/content/m19527/latest/>

There are many good online articles on critical skills helpful to navigating this course and others. For example,

Critical thinking

http://www.criticalthinking.org/files/Concepts_Tools.pdf

Active reading

<http://www.mycollegesuccessstory.com/academic-success-tools/active-reading.html>

<http://www.mycollegesuccessstory.com/academic-success-tools/advanced-reading.html>

Critical reading

http://www.criticalreading.com/critical_reading.htm

Effective writing

Summaries: <http://www.sdc.uwo.ca/writing/handouts/Summary%20Writing.pdf>

Research Papers)

[http://www9.georgetown.edu/faculty/kingch/How to Write a Research Paper.htm](http://www9.georgetown.edu/faculty/kingch/How_to_Write_a_Research_Paper.htm)