

**ANTHROPOLOGY 101.11**  
 Introduction to Anthropology  
 Spring 2018  
 TR 10:50-12:05, Maybank Hall 100

Dr. Hector Qirko  
 Office Hours: MW 10:30 am -12:00 pm,  
 TR 9:00-10:00 am, 1:00-2:30 pm, and by appointment

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**Instructional Objectives- To:**

- provide an overview of anthropology's fundamental theory, methods, major sub-fields, and most important findings;
- inform an understanding of past and present human biological and cultural similarities and differences;
- discuss the relevance of an anthropological perspective for understanding and addressing contemporary problems;
- provide opportunities for the further development of critical (objective) thinking skills.

**Student Learning Outcomes-** Upon successful completion of the course, students should be able to:

- demonstrate basic knowledge of anthropology's fundamental theory, methods, major sub-fields, and most important findings;
- use an anthropological perspective to better understand and explain patterns in human biological and cultural similarities and differences;
- apply an anthropological perspective to the understanding and addressing of human problems;
- more objectively understand and evaluate anthropological (and other) data.

**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	25%
Debate analysis I	10%
Debate analysis II	10%
Attendance quizzes	5%
Extra-credit	5%

**Grade scale**

A 92-100%; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; F 59 or below.

**Textbook**

*Anthropology: What does it mean to be human?* Robert H. Lavenda & Emily A. Schultz. Oxford University Press; 3 Edition (2014). ISBN-10: 0190210842; ISBN-13: 978-0190210847

### **Additional readings**

All additional required readings and other materials will be available either electronically at the course Oaks site or via internet links listed below the course outline. You are expected to 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** (2/13, 3/15, 5/1)

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 4/24 (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.

### **NOTE: General education assessment**

ANTH 101 is one of the approved courses that will satisfy 3 of the 6 credits of social science that you are required to complete for the General Education curriculum. The Social Science Learning Outcome is that “Students can apply social science concepts, models, or theories to explain human behavior, social interactions or social institutions.” Therefore, we will use a graded essay question on Exam 3 for you to demonstrate your ability to discuss an anthropological concept that allows us to better understand human behavior.

### **Debate analyses** (due 3/1, 4/19)

You will write two 4-5 page (double-spaced, 12pt font) analyses of current debates in anthropology. For each assignment, **three** anthropological sources 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 blogs. 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. You may submit drafts prior to due dates for content and editorial feedback (make sure to allow sufficient time to receive responses, however). **NOTE:** You may collaborate with one other student in the class on this assignment.

### **Attendance Quizzes** (TBA)

In order to reward consistent attendance and the timely reading/viewing of course materials, as well as to promote class discussion, there will be **ten** short quizzes given at the beginning of selected class periods. Simply answering the question(s) will be worth ½ of one attendance course point (total 5% of course grade) – answering it correctly will provide an additional ½ of one extra-credit course point (total 5% of course grade). Questions will be drawn from readings and other materials assigned for the day of the quiz. Documented absences on quiz dates will not count against you for attendance credit.

### **Class participation**

Class 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 email or meet with me to discuss them prior to the relevant exam. I will not provide lecture notes, although I will post power point content, study guides, and other relevant material.

For absences that require documentation (exam and quiz dates and assignment due dates, as well as 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://studenthealth.cofc.edu/absence-memo/index.php>).

### **Honor code**

Violations of the honor code will be taken seriously. If you need reminding, you can find the complete code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>. As plagiarism is a common (and sometimes unintentional) infraction, I recommend that you watch the “You quote it, you note it” tutorial video ([http://www.sunywcc.edu/cms/wp-content/uploads/2013/library\\_files/flash/](http://www.sunywcc.edu/cms/wp-content/uploads/2013/library_files/flash/)) and/or read the material from the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/589/1/>).

### **Special needs**

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

## **COURSE OUTLINE**

(Subject to revision; listings refer to our text as L&S and readings on OAKS by author last name and year of publication; listed links can be found below this course outline.)

1/9	Introduction to course	
1/11	Introduction to anthropology	[L&S 1]
1/16	Concept of culture	[L&S 8 + module 3, Links A, B]
1/18	Evolutionary theory in anthropology	[L&S 2, Link C]
1/23	Methods for studying the past	[L&S 6 + module 2, Scott et al. 98, Link D]
1/25	Early hominins	[L&S 5:120-9, Link E]
1/30	FILM 1	
2/1	Genus Homo	[L&S 5:130-9, Links F, G]

2/6	Modern humans	[L&S 5:140-161, Links H, I, J]
2/8	Primates	[L&S 4, Small 00, Links K, L]
2/13	<b>Exam 1</b>	
2/15	Language and communication 1	[L&S 9 + module 4, Milius 02, Links M, N]
2/20	L&c 2, Human variation 1	[Link O, P, L&S 3]
2/22	Human variation 2	[L&S 14:426-34, Ross 00]
2/27	Domestication	[L&S 7:193-212, Weed 02, Links Q, R]
3/1	Complex societies	[L&S:213-227, Straughan 91, Link S, <b>analysis 1 due</b> ]
3/6	Subsistence & economy	[L&S 11+ 172-6, Friedl 78, Links T, U]
3/8	FILM 2	
3/13	Kinship	[L&S 13:373-88, Qirko 13, Link V]
3/15	<b>Exam 2</b>	
3/20-22	<b>No class: Spring break</b>	
3/27	Marriage & family	[L&S13:388-413, Small 03, link W]
3/29	Identities	[L&S 14, Links Y, X]
4/3	Meaning systems	[L&S 10, Evans-Pritchard 37]
4/5	<b>No class: hq at SfAA meeting</b>	
4/10	Political and legal systems	[L&S 12, Gibbs 63]
4/12	Glocalization	[L&S 16]
4/17	FILM 3	
4/19	Applying anthropology	[L&S 15, link Z, <b>analysis 2 due</b> ]

5/1

**Exam 3\*** (8:00-11:00 am)

**\*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. Michael Wesch: What do we need to know for this test?(15.55 )**<https://www.youtube.com/watch?v=DwyCAtyNYHw>**B. Jan Chipchase: The anthropology of mobile phones (16:07)**[http://www.ted.com/talks/lang/en/jan\\_chipchase\\_on\\_our\\_mobile\\_phones.html](http://www.ted.com/talks/lang/en/jan_chipchase_on_our_mobile_phones.html)**C. 5 signs humans are still evolving**<http://mentalfloss.com/article/30795/5-signs-humans-are-still-evolving>**D. Methods of gathering data (SAA)**[http://www.saa.org/publicftp/public/educators/04\\_gathering.html](http://www.saa.org/publicftp/public/educators/04_gathering.html)**E. Ardipithecus video (3.5 min)**[http://www.youtube.com/watch?v=Pw\\_J6jV02eU](http://www.youtube.com/watch?v=Pw_J6jV02eU)**F. Lucy's death?**<https://www.smithsonianmag.com/science-nature/did-anthropologists-just-solve-millions-year-old-mystery-Lucy-death-180960276/>**G. Update on Neanderthals and humans**<https://www.theverge.com/2017/10/9/16448412/neanderthal-stone-age-human-genes-dna-schizophrenia-cholesterol-hair-skin-loneliness>**H. Neanderthal cognition**<http://www.sci-news.com/archaeology/neanderthals-symbolic-objects-04545.html>**I. Modern culture may have earlier start**<http://usatoday30.usatoday.com/tech/science/discoveries/story/2012-07-30/south-africa-fossil-find/56594878/1>**J. In the Bones of a Buried Child, Signs of a Massive Human Migration to the Americas**<https://www.nytimes.com/2018/01/03/science/native-americans-beringia-siberia.html>**K. Chimpanzee memory test video (3 min)**<https://www.youtube.com/watch?v=zsXP8qeFF6A>**L. Great apes self-recognition video (5.27 min)**<https://www.youtube.com/watch?v=vJFo3trMuD8>

**M. The last speakers video (2.16 min)**

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

**N. Phonetic clues hint language is Africa-born**

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

(BUT: <https://www.sciencedaily.com/releases/2012/02/120215143001.htm>)

**O. As forests are cleared and species vanish, there's one other loss: a world of languages**

<https://www.theguardian.com/environment/2014/jun/08/why-we-are-losing-a-world-of-languages>

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

[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

**Q. Tracking the ancestry of corn**

<http://nyti.ms/bRKxkC>

**R. Nutrition and health in agriculturalists and hunter-gatherers**

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

**S. Canadian Teen Who 'Discovered' Lost Maya City Speaks Out**

<https://news.nationalgeographic.com/2016/06/lost-maya-city-mexico-william-gadoury-satellite-discovery-archaeology/>

**T. Ancient humans as major predators in marine food webs**

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

**U. A (Tibetan) nomad's life (9.37 min)**

<http://www.youtube.com/watch?v=6lycmTmNCBI>

**V. Mother love**

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

**W. 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>

**X. Global Early Adolescent Study (see video bottom of page- 7.15 min)**

<http://www.geastudy.org/>

**Y. Germany Must Allow Third Gender Category, Court Rules**

[https://mobile.nytimes.com/2017/11/08/world/europe/germany-third-gender-category-vanja.html?emc=edit\\_th\\_20171109&nl=todaysheadlines&nid=70201791&referer=](https://mobile.nytimes.com/2017/11/08/world/europe/germany-third-gender-category-vanja.html?emc=edit_th_20171109&nl=todaysheadlines&nid=70201791&referer=)

**Z. Profile of Carroll Behrhorst**

<http://www.revuemag.com/2017/04/aldea-celebrates-50-years/>

**ADDITIONAL ONLINE RESOURCES** (FYI, not required)

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](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](http://www.criticalreading.com/critical_reading.htm)

Effective writing

[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)

And don't forget that you can always make use of the walk-in labs and individualized tutoring for working on your study, writing, and presentation skills at the Center for Student Learning (<http://csl.cofc.edu/about-the-CSL/index.php>).