

Anthropology 1000-90  
Fall 2017

**Introduction to Anthropology: A Four-Field Approach: Online**

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Ofc. Hours: By appointment

**Course Description:** Anthropology is **the study of similarities and differences in human behavior over time and space**. This course is an introduction to four sub-disciplines in Anthropology. We will explore **biological and cultural anthropology, paleoanthropology and archaeology** and use three approaches to achieve the learning outcomes shown below.

**Learning Outcomes:**

- **Describe** variation among humans and their closest relatives across the world and through time.
- **Specify** each of the major sub-fields in anthropology and **contrast** each of their approaches to studying and measuring variation.
- **Apply** anthropological research methods to answer a question or solve a problem.

1) Lectures: The material presented in PowerPoint lectures will be our text and the most important source of information on the topics we study. **No textbook is required**. After each lecture is presented to in-class students (Mondays and Wednesdays, 11:50 AM-1:10 PM), the PowerPoint slides and an audio recording of the lecture will be uploaded to Canvas. Please listen to the lectures and go through the slides in a timely fashion so you don't fall behind.

2) Readings: Our second approach to these topics is presented in weekly **Supplemental Readings** uploaded to the class website discussed below. These are short articles condensed from longer treatments of various topics in Anthropology. These articles are written by academic professionals and will allow you to access the professional literature of Anthropology without extensive background. They summarize original research and augment and enrich topics covered in Lecture. Although they are labeled "Supplemental" these readings are required and you will be tested over them.

3) Bulletin Board: Our third approach to the discipline of Anthropology is provided by the **news media**. Each week that you have a Bulletin Board Assignment you will choose **one** article from either the "The Guardian, Anthropology" or "Science Daily, Anthropology" websites, which are linked to our class website on the Syllabus or through the **Pages** link on the left sidebar. You will write a brief report, at least a paragraph in length, and post it to the class website using the **Assignments** link. This exercise will impact you with the immediacy and diversity of current anthropological research, the power of cultural norms to shape behavior and the richness of cultural diversity. Subject matter will assist in your understanding of cultural diversity and prompt you to explore the profound influence your own culture has had on your life experience.

**Canvas Site:** Because this is an online course, our Canvas website is where all class materials are found. A copy of the Syllabus can be accessed at the **Syllabus** link on the left hand side of our home page. The **Modules** link will take you to a webpage where you can download the PowerPoint files, lecture audio files, study guides and supplemental readings. Open the **Assignments** link to post your Bulletin Board reports. Also please check your U-Mail email address regularly. Announcements important to your success will be sent to your U-Mail email address.

**Coursework:** The course is divided into four sections as shown on the Class Schedule attached to the Syllabus. The first section focuses on evolutionary theory, primate taxonomy and hunter-gatherer ecology. The second section deals with human evolutionary history and its powerful influence on human behavior. The third section addresses the origins of agriculture and the appearance of complex societies. The fourth section focuses on traditional cultural anthropology topics such as gender, kinship and religion.

- **Lectures** are given to the in-class course every Monday and Wednesday from 11:50 AM-1:20 PM in Stewart 104. After each lecture, the PowerPoint and audio file of the lecture will be uploaded to the Canvas site under the **Modules** tab. These files will be available the day the lecture is given unless you are notified otherwise. It is your responsibility to review the slides and listen to the lecture preferably at the same time. Do not procrastinate and fall behind.
- **Films:** Several films will be shown in class with a discussion that follows, as indicated in our Syllabus. Streaming links to the films are available in **Modules** with an audio recording of the discussion that follows the film. These films are an integral part of the course and you will find Study Questions pertaining to the films on your Weekly Study Guides.
- **Readings:** Weekly Supplemental readings are assigned by number on the Class Schedule, listed by name on the last page of the Syllabus and uploaded to the class website. Find them in the **Modules** link. Please keep up with the readings each week.

**Bulletin Board Assignments:** Most weekly assignments will include a Bulletin Board report from “The Guardian, Anthropology” or “Science Daily, Anthropology.” You will post this report to the class website by Monday evening at 11:59 PM, **of the following week unless Monday is a holiday**. If Monday is a holiday, the BB report is due on Tuesday. **Report due dates are listed on the class schedule. Late responses are not accepted.** The “The Guardian, Anthropology” website is linked to our class website site under “Web Links” in **Pages** and can also be found at the URL <https://www.theguardian.com/science/anthropology>. “Science Daily, Anthropology” can be found at [https://www.sciencedaily.com/news/fossils\\_ruins/anthropology/](https://www.sciencedaily.com/news/fossils_ruins/anthropology/) and is linked to our website in the same location.

Please choose any **anthropological** topic from either of these websites and write a brief report. **(Dinosaur discoveries are not anthropological.)** The report should be at least one paragraph in length, spell-checked and include the following: 1) the URL for the article you have chosen. 2) What’s the question or topic of the article? 3) What are the significant findings? 4) What were your impressions of the article? Post your report to the correct week’s Bulletin Board (in

Assignments) no later than Monday evening 11:59 PM, of the following week. Report due dates are listed on the class schedule. Late responses are not accepted.

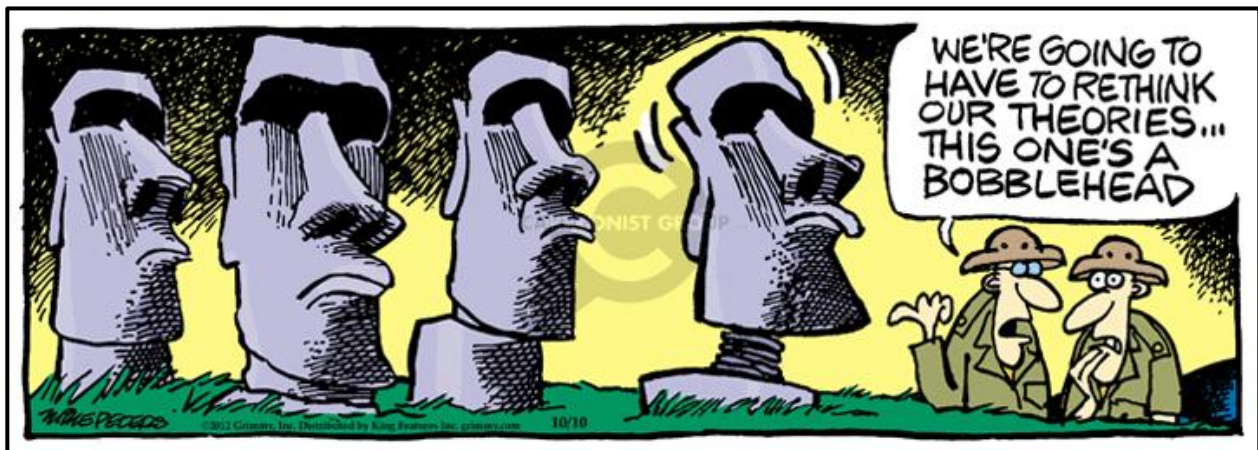
Bulletin Board Homework require you to choose a topic of interest, report on what you have learned and discuss your impressions of the news article. **Each Bulletin Board exercise is worth 20 points and a total of 240 Bulletin Board Points are available this semester. This is approximately 25% of your grade.** To receive credit for your response, it must be clear that you have read and thought about a current article and posted your response on time.

**Testing and Grading:** Testing is in the form of weekly, multiple-choice, open book quizzes taken on our Canvas website. Find them under the **Quizzes** link on the left hand side bar of our Canvas home page. These quizzes consist of 25 multiple-choice questions, each worth 2 points apiece. Each week's Quiz is available between 12:00 AM Monday morning and 11:59 PM Tuesday evening of the following week and covers material presented in the lecture, films and readings for the preceding week. There is one exception to this pattern. 1) The Week 2 Quiz covers both Weeks 1 and 2 and since Sep 4th is the Labor Day holiday, the Week 2 Quiz will be open an extra day, from Sep 4-6.

A weekly Study Guide will be posted in **Modules**. Multiple-choice questions are taken from material on these Study Guides and will include questions from the Lectures, Films and Supplemental Readings. Each quiz covers only the material presented the preceding week with the exception listed above. **The weekly Study Guides are your most important preparation for quizzes.**

Your class grade is based on participation in Bulletin Board Homework assignments, and quiz scores. Your class grade is calculated based on the percentage of points you earn relative to a high score in the class. Typically 40% students taking this course earn grades in the A or B range.

**Summary:** The most important learning experience you will have as you study Anthropology is a deepened understanding of human behavior, yours and that of others. Hopefully, cultural differences will become more understandable and our tolerance of others, both those within our own families and those outside our cultural experience, will increase as a consequence.



### **Department and University Policies**

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

**Class Schedule Anthro 1000-1, Fall 2017**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Supplemental Readings</b>	<b>Quiz Dates</b>	<b>BB Assignment</b>
<b>Section I: Biological Anthropology</b>					
1	21-Aug 23-Aug	Anthropology and the Social Sciences Early History of Anthro/Film: Franz Boas	1-3	No Quiz	None
2	28-Aug 30-Aug	Darwin and Evolutionary Theory Taxonomy and Primates	4-6	Sep 4-6	Due 5 Sep
3	4-Sep 6-Sep	<b>Labor Day Holiday</b> Primated, cont.	7-9	Sep 11-12	Due 11 Sep
4	11-Sep 13-Sep	Hunter-Gatherer Ecology Film: The Hunters	10-12	Sep 18-19	Due 18 Sep
<b>Section II: Paleoanthropology</b>					
5	18-Sep 20-Sep	Archaeological Methods Dating and Stable Isotope Methods	None	Sep 25-26	Due 25 Sep
6	25-Sep 27-Sep	The Miocene and Miocene Apes Early Hominins	13-15	Oct 2-3	Due 2 Oct
7	2-Oct 4-Oct	The Pleistocene and Homo erectus Archaic Homo and the Upper Paleolithic	16-20	Oct 16-17	None
8	9-Oct	<b>Fall Week Break</b>		No Quiz	None
9	16-Oct 18-Oct	Occupation of New Worlds Film: Mystery of the First Americans	21-25	Oct 23-25	Due 23 Oct
<b>Section III: Archaeology and Prehistory</b>					
10	23-Oct 25-Oct	The Mesolithic and Domestication Film: Desert People	26-29	Oct 30-31	Due 30 Oct
11	30-Oct 1-Nov	Warfare Lecture The Neolithic and Mesoamerica	30-33	Nov 6-7	Due 6 Nov
12	6-Nov 8-Nov	Film: Cracking the Mayan Code American Southwest	34-37	Nov 13-14	Due 13 Nov
13	13-Nov	Andean South America		Nov 20-21	Due 20 Nov
<b>Section IV: Cultural Anthropology</b>					
13	15-Nov	What is Culture?	38-40		
14	20-Nov 22-Nov	Horticulture/Pastoralism <b>Class Cancelled</b>	41-42	Nov 27-29	Due 27 Nov
15	27-Nov 29-Nov	Film: Axe Fight/The Feast Kinship and Marriage	43-44	Dec 4-6	Due 4 Dec
16	4-Dec 6-Dec	Gender Film: Holy Ghost People	None	Dec 11-12	None

<b>Supplemental Readings: Anthro 1000-1 Fall 2017</b>	
<b>Week 1</b> 1. Anthropology and Counterinsurgency 2. Fieldwork among the Yanomamo 3. Why We Outlive our Pets	<b>Week 9</b> 21. First Modern Humans in China 22. Claim of Very Early Humans in Americas Shocks Researchers 23. Lost Worlds Found 24. Siberia Yields Earliest Evidence for Dog Sleds 25. On the Trail of Ancient Mariners
<b>Week 2</b> 4. Evolution in Action 5. Tracking How Humans Evolve in Real Time 6. What is a Species	<b>Week 10</b> 26. The Slow Birth of Agriculture 26. Human Impacts on Ecosystems began Thousands of years Ago 28. Evolution and the Origin of Disease 29. Life without Chiefs
<b>Week 3</b> 7. The 2% Difference 8. What are Friends For 9. Disturbing Behavior of the Orangutan	<b>Week 11</b> 30. Prehistory of Warfare 31. Continental Divides 32. Why did the Mayan Civilization Collapse 33. Lost Cities of the Amazon
<b>Week 4</b> 10. Transformation of the Kalahari !Kung 11. Eating Christmas in the Kalahari 12. Tooth Decay Afflicts Hunter-gatherers	<b>Week 12</b> 34. Coprolite View of Ancestral Pueblo 35. Big Archaeology Fights Big Oil 36. Arrow of Disease 37. Burying the White Gods
<b>Week 5</b> <b>No Readings</b>	<b>Week 13</b> 38. Where Fat Is a Mark of Beauty 39. Malthus in Africa 40. Saltshaker Curse
<b>Week 6</b> 13. Hunting the First Hominid 14. Man the Hunted 15. Newest Member of the Family is Surprisingly Young	<b>Week 14</b> 41. A Woman's Curse 42. When Brothers Share a Wife
<b>Week 7</b> 16. Born to Run 17. Five Matings for Moderns, Neandertals 18. Neanderthal Dental Tartar Reveals Diet 19. Close Relative of Neandertals in China 20. DNA from Cave Soil Reveals Ancient Humans	<b>Week 15</b> 43. Arranging a Marriage in India 44. Dowry Deaths
<b>Week 8</b> <b>No Readings</b>	<b>Week 16</b> <b>No Readings</b>