

ANTH& 100
Survey of Anthropology - 5 Credits
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COURSE DESCRIPTION

This course explores the accomplishments of anthropology by surveying the guiding concepts and methods of the four subdisciplines -- biological anthropology, archaeology, linguistics, and ethnology. It covers aspects of genetics, micro and macro evolution, primate and hominid evolution, the origin of culture and early cultural developments of hominines, the origin of anatomically modern humans, origin of agriculture and cultural complexity, and the emergence of early agricultural states.

Materials in the course illustrate the vast diversity of human cultures, considering such aspects as sex, gender, marriage, and family; language and cognition, enculturation and socialization; play, art, myth ritual, and worldview; social organization and power; subsistence and economy; kinship and larger social structures; and finally, culture change and globalization.

But we also seek to evaluate the underlying universal aspects of culture and the fundamental biological homogeneity of the human species. Thus the course is not designed to train anthropologists but to reveal what anthropology has to tell us about the human condition and how the methods and concepts of anthropology can contribute to critical thinking. Above all, the course seeks to impart a sensitivity to cultural bias in the workings of our own culture and explores the problems generated by that ethnocentrism as we are called upon to act as members of a local community, nation, and world.

LEARNING OUTCOMES

By the end of this course, you will have

(I) Developed critical thinking habits and be able to demonstrate in quizzes, exams, and threaded discussion that you can:

- Infer plausible, alternative explanations by reasoning from data
- Identify and evaluate cultural biases in political, religious, or social arguments
- Define "cultural relativity" and "cultural universals" and use these contrasting concepts to
- evaluate problems inherent in global culture
- Employ some of the methods and attitudes of anthropologists to analyze your interpersonal relationships and understand the pressures of multicultural world society

(II) Exercised practical skills and be able to demonstrate in quizzes, exams, and threaded discussion that you can:

- Communicate and cooperate more effectively in teams
- Write short analytical responses to questions of fact or opinion
- Use computer applications and perform Web searches

(III) Achieved competence in the course content and be able to demonstrate in quizzes, exams, and threaded discussion that you can:

- Characterize the perspective anthropology brings to the study of human biology and culture

- Define critical aspects of human culture
- Describe how anthropologists conduct research
- Summarize the principle mechanisms of biological evolution in general and human evolution in particular
- Summarize the current scientific understanding of race and human biological diversity
- Explain how anthropologists infer past forms and events from fossils and artifacts
- Trace in time and space the main developments of cultural evolution from the Oldowan to the emergence of the state
- Summarize the major scientific controversies about the origin of anatomically modern humans
- Describe subsistence and lifeways of hunter-gatherers
- Explain the processes of domestication and its relevance to the emergence of complex cultures
- Describe the broad differences in community size and sociocultural structures of bands, tribes, chiefdoms, and agricultural states
- Compare and contrast cultural beliefs and behaviors associated with birth and death, growing up, sex, marriage, family and household, kinship systems and more inclusive social organizations
- Explain how all cultures are being affected by the emergence of global cultural systems

TEXT

- ***Anthropology: A Global Perspective, 6th Edition***. 2008. Raymond Scupin and Christopher R. DeCorse. Pearson/Prentice Hall. ISBN 0-13-513570-2

You need to order the textbook well before the start of class. If you have not done so, order it immediately from the BCC online bookstore.

COURSE OUTLINE and SCHEDULE

This is a generalized course calendar, allowing you to plan your reading and other major assignments far ahead, but lectures, handouts, and exercises are not listed here. The **weekly assignment pages** specify all due dates for each week.

WEEK 1	SUBJECT	READING	DUE
1 June 23-29	~ Course Familiarization ~ Intro to Anthropology ~ Theory of Evolution	~ Text: Ch 1 & 3 ~ Handouts	~ Student Bio ~ Questionnaire ~ Discussion 1 ~ Quiz 1
2 June 30-July 6	~ Evolution of Primates ~ Hominid Evolution ~Origin of Culture	~ Text: Ch 4, 5 & 7 ~ Handouts	~ Discussion 2 ~ Quiz 2
3 July 7-13	~ Origin of Domestication ~ Origin of Complex Societies	~ Text: Ch 8 & 9 ~ Handouts	~ Discussion 3 ~ Midterm
4 July 14-20	~ Studying Culture ~ Language and Cognition	~ Text: Ch 10, 12 then 11	~ Discussion 4 ~ Quiz 3

5 July 21-27	~ Variables of Material Culture	~ Text: Ch 14-18 (all sections through economics)	~ Discussion 5 ~ Quiz 4
6 July 28- August 3	~ Variables of Social-Political Organization and Values	~ Text: Ch 14-18 (all sections after economics)	~ Discussion 6 ~ Quiz 5
7 August 4-8			~ Final Exam Due Aug 10

Notes:

1. **Text:** Scupin and DeCorse. *Anthropology: A Global Perspective*, 6th Edition
1. **Discussion, Exam:** Explained elsewhere in the course syllabus
2. **Ch:** Chapters to be read by the **beginning** of that week (except Week 1)
3. **Withdrawal Deadline:** Last day to withdraw from the course: (see the BCC [Academic Calendar](#)).

COURSE ASSUMPTIONS

All humans learn and all humans teach. Additionally, humans learn and teach in communities, and communities embody more knowledge than any one individual possesses. These characteristics have been fundamental first to human biological evolution, and then to the origin and evolution of cultures. Formal education takes place in a special community -- the learning community. The more cohesive the learning community and the more focused it is on shared goals, the more intense is the learning experience.

In the best of learning communities, both "instructor" and "students" are learners. The instructor takes responsibility for the overall goals and direction of the course, the materials, pacing, lessons, and assessment. But students must take responsibility for their own learning. They must bring questions to the table, and act critically upon the materials of the course. Learning cannot be passive; it's hard work. Certainly it's useful and rewarding, but like long distance running, it hurts a lot while you are doing it and feels great when you stop. After two day's rest, you feel stronger and swifter than you were before.

Online courses are in many ways more focused and intensive learning communities than those encountered in the classroom ("on the ground"). You will be reading a lot and writing a lot, and communicating intensively with your fellow class members. You will need to put in about 15 hours of study a week, and you should log into the classroom at least five times a week to receive the week's schedule, read your e-mail, post commentaries and other assignments, and read and discuss the work of others. It's assumed that we are all there to learn some anthropology, to develop and exercise critical thinking skills, and to stretch ourselves creatively in the exploration of ideas. But above all we are all there to discover ways the tools of anthropology can illuminate our daily lives and current problems of the human condition.

COURSE ASSIGNMENTS AND MEANS OF ASSESSMENT

In order to receive credit for the course, students must complete all of the following.

Discussion

Learning through discussion consists of three parts: posing of critical questions, student written responses, and subsequent written discussion. A set of critical thinking questions called "Points-to-Ponder" (PtPs) are posed every week on the Weekly Assignment Page. Early in each week, students will post a message in which they pose solutions to the questions. Initial responses to the questions and the ensuing discussion form the backbone of the learning community. Responses must be posted by the deadline specified in the weekly assignments so that everyone has an equal chance to read class responses and contribute to further discussion. Points will be subtracted -- at the instructors discretion -- from commentaries that are posted late. (See *How to Compose and Post Discussion*) in the Course Information area. Students will read the initial responses and subsequent discussion of other members and post replies.

Discussion will be graded each week. For more information about how to do discussion, see the document *How to Compose and Post Discussion* in "Course Info" on the Homepage. To receive **full** credit for a week's discussion, a student must

1. Post a comprehensive initial response **to each** PtP
1. Post at least ten (10) different subsequent discussion messages on the Discussion Board by the stated deadline.

In addition, taken as a whole, a student's discussion messages for the week must:

3. Clearly contribute information to further understanding of the concepts involved in the PtPs
1. Derive information only from the course text or other assigned and approved sources and properly cite source (author and title) and page, table or figure numbers if available
2. Exhibit a correct and comprehensive understanding of the issues (given that later messages can revise earlier ones)
3. Be courteous and "scientific" in attitude (see *Class Courtesy and Scientific Approach* in "Course Info" on the Homepage)

The purpose of discussion is to develop a deeper and more complete understanding of specific key concepts and problems in anthropology. **It is expected that you will receive full credit for discussion, provided you have adhered to the criteria above.** By fully participating in the week's discussion, you will be prepared for the two essay questions at the end of each week's quiz.

Quizzes

Quizzes are given at the end of each week. The quiz will be accessible from Friday morning through midnight Monday of each week. Quizzes are timed and consist of 30 multiple-choice questions drawn from the week's reading and two essay questions that will be very similar to the PtPs for the week.

The purpose of the multiple-choice test is to assess the degree to which students have achieved a broad acquaintance with all the week's materials and can define key terms. Grading of the essays is based on the degree to which students have achieved a deeper and more comprehensive understanding of important concepts and problems in anthropology. It is explicitly understood that, as you post and read discussion messages, you will be building a prototypical "best answer" to each of the PtPs. Successful

students prepare these prototype best answers with their word processor and **save** them in preparation for the short-answer portion of the week's quiz. You may and you should simply cut and paste your answer to the short-answer question from your prepared prototype, because you will be graded on the degree to which your answers are conceptually correct and appropriately detailed. You will be expected to cite sources, including citing fellow students if your answer is derived from others in the class.

Midterm Exam

Given at the beginning of the third week, this exam covers materials through Week 3. It consists of a number of short-answer essay questions that are very similar to those posed in the PtPs. Timing and other particulars of the midterm exam will be given in the Week 3 Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available. Successful students will use the instructor's weekly review of discussion and the comments on their quiz essay answers to develop **and save** a set of prototype answers for the midterm exam.

Final Exam

Given during the finals week, this exam consists of a number of short-answer essay questions primarily covering materials from the last five weeks of the course, but also some materials from the first five weeks. Timing and other particulars of the final exam will be given in the Finals Week Assignments page. There can be no makeup for this exam; it is the student's responsibility to complete the exam during the time it is available.

GRADING

Grading of discussion, quizzes, exams, and course participation will rate your success in expressing the core concepts of anthropology.

Assignments	Total Points	% of Grade
Discussion: best 5 of 6 @ 30 pts each week	150	15%
Quizzes: 5 @ 70 pts each week	350	35%
Midterm Exam: 1 @ 200 pts	200	20%
Final Exam: 1 @ 300 pts	300	30%
TOTAL	1000	100%

Grade Palette

Letter	Decimal	Percentage Scale
A	4.0	96-100%

A -	3.7	90-95%
B+	3.3	87-89%
B	3.0	83-86%
B -	2.7	80-82%
C+	2.3	75-79%
C	2.0	65-74%
C -	1.7	60-64%
D+	1.3	56-59%
D	1.0	50-55%
F	0	< 50%
W	0	Official Withdrawal
HW	0	Hardship Withdrawal
I	0	Incomplete

Grade Policy

Official grade policy is given in the BCC Course Catalog, in print or online at <http://www.bcc.ctc.edu> . Grades **A** through **D** are passing grades in the course. The grade **W** is an official withdrawal from the course and is only given by the college, not by the instructor. If you withdraw from the course by the 10th day of the quarter there will be no indication on your transcript. If you officially withdraw after the 10th day but before the end of the 7th week, you will receive a **W** on your transcript. To officially withdraw, you must contact the Registration Office and withdraw from the course via any approved media (see the BCC course catalog, in print or at <http://www.bcc.ctc.edu>).

A Hardship Withdrawal (**HW**) after the official withdrawal period is over can be given by the instructor to students who have achieved a passing grade up to the time of the request and can demonstrate extenuating circumstances. Normally this is given only when medical or other unavoidable emergencies preclude finishing the course. A confirming note from a medical practitioner may be required.

An Incomplete (**I**) grade can be given at the instructor's discretion to students who have achieved a grade of **C-** or better through the 10th week of the class but cannot complete the final exam due to extenuating circumstances. The student must demonstrate why the I grade is appropriate. Granting of the incomplete is purely the prerogative of the instructor. An **I** will be posted to the transcript when submitted by the instructor with a contractual form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. The work for the course must be

made up before the end of the next quarter. If the student fails to complete the designated assignment, an **F** grade will be posted.

Withdrawal from Class

College policy states that students must **formally** withdraw from a class by the end of the seventh week of the quarter. If a student has not withdrawn by that date, an appropriate letter grade will be given for course. Withdrawal from an online course must be done officially through BCC Registration. If you simply stop appearing in class, or attempt to delete the course from your myWebCT directory, you will still be officially registered in the class. That usually results in receiving a final grade of F in the course.

PARTICIPATION POLICY

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "on-the-ground" college classes. Therefore, the basic unit of time in the course is the week. Materials will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due on that date so that you can do it at any time during the week.

You will need to spend about 15 hours a week on the course, in reading, thinking, writing, and discussing your ideas with others in online sessions. You should attend the WebCT classroom at least five (5) times a week, but when you do so and from where is of course up to you. It is best to log in at least once a day, if just to retrieve and print your e-mail. If you procrastinate and fail to log in for more than a few days, you will begin to get lost. Most people who drop out or fail online courses do so because they can't develop the habit of logging in daily to see what is going on and to keep in touch with their discussion group.

Student Rights

You have the right to expect that your instructor will:

- provide a comprehensive syllabus and course calendar
- display all due dates for readings, exercises, and exams
- grade or otherwise respond to all submitted materials within four days
- monitor your group participation in the online classroom weekly and occasionally comment on it
- inform you of your current grade and relative class standing upon request
- respond to any e-mail and answer all appropriate questions in a timely manner
- behave professionally, respecting you as an individual of intelligence and sensitivity

As students, you have the responsibility to:

- behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communications to avoid personal attacks, harsh criticisms, and objectionable language
- keep up with the course work and submit your work in on time
- support your group members to establish a genuine learning community.

Some Words on the Law, Ethics and Classroom Courtesy

Plagiarism

Plagiarism may be defined as *copying something that someone else has written, or using someone else's idea, without permission and without citing the source*. The source may be either a published article, book, Web site, **or the work of another student**. All assignments must be the student's own work. Whenever you have occasion to use someone else's words, even if only a single phrase, you must indicate this fact by quotation marks and by a citation. If you paraphrase a source, you must cite the source and page number directly after the paraphrase. Somewhere in your document (be it commentary, discussion, or an exam), usually at the bottom, you must fully document **all** the sources, giving the author's full name, the publication date, the title of the article or book, the title of the publication if it is an article, the publisher, and the full URL to the Web site if that is where you got the information. If you borrow without acknowledging a source you are plagiarizing. Please do not try to pass off someone else's work as your own!

Here are the rules for this course:

It is plagiarism if, in any written documents you present as your own, in fulfillment of any course assignment (discussion, quiz, exam, exercise, project, etc.) you:

- copy even a few consecutive words from any source not your own and present it as your own work
- copy even a few consecutive words from any source not your own and "forget" to put quotes around it
- attempt to paraphrase by changing only a few words of a sentence or paragraph not your own
- falsely cite a source
- cite a correct source but do so in such a way as to make it ambiguous which are your own words and which are the words from your source
- copy from another student's work from this or previous quarters

Avoiding Plagiarism

Simple. If in doubt, cite the source (including page number where you can).

BCC has an account with Turnitin.com and all suspect coursework will be submitted, via the BCC Library Media Services, to that company for evaluation. Check out the Turnitin.com Website at (<http://turnitin.com/>). Especially, view their definition of plagiarism and information on how to avoid it at http://turnitin.com/research_site/e_home.html. Here are a few more links, provided by BCC faculty, to help you understand what plagiarism is and [how to avoid it](#).

If students plagiarize or copy either another student's work, or a text, the Dean of Students will be informed.

Classroom Courtesy and Scientific Approach

To develop a learning community, we all need to be courteous and respectful of each other's work. **Abrasive, abusive, sarcastic or intimidating messages directed to anyone in the class, including the instructor, will not be tolerated.**

That does not mean that you should avoid correcting, questioning and challenging each other, but I expect you to limit the subject of your agreements and disagreements to assigned subjects and to support your opinions with liberal citations from the texts and other recommended course materials. I also expect your discussion to be courteous and constructive in tone. The kinds of contributions you should make in your "Commentaries" and in "Discussion" are spelled out in the two documents about those subjects in the Syllabus folder.

If any of you feel intimidated by someone else's communications, private or public, please report it to me, along with copies of anything sent to you. I will isolate or expel anyone who persistently indulges in intimidating behavior of any kind. Anyone who has a problem with the pedagogy of this course should contact me privately -- do not attempt to create dissension in the classroom.

Anthropology is a social **science** course. What the texts (and I) will present is the current scientific understanding of biological evolution--especially human evolution--cultural evolution, the origin of language, human cognition, cultural organization, and the vast diversity of human cultures and values. **The course may challenge many of your deepest beliefs about human nature and the origin and meaning of life.** While the broad outlines of human biological and cultural evolution are agreed upon in the field, as in any science there are numerous technical issues, arguments and outstanding questions yet to be resolved--that is the very nature and essence of science. Nevertheless, what is presented in this introductory course represents a general consensus of anthropological thinking and **your task is to understand the concepts, whether you endorse them or not.** If you hold religious beliefs that run contrary to this scientific consensus, please keep them to yourself and answer questions from a purely scientific perspective (see "Handout 1: Thinking Scientifically" in the Week 1 lesson).

If you believe you may become upset by the subjects of the class or are obliged by your beliefs to actively repudiate the scientific explanation of human origins, please consider carefully whether you want to continue this course. Your purpose here is to learn and discuss what **anthropologists** think about humankind and human culture.

I look forward to working with you.

~Julie

**Dr. Julie Smith, Ph.D.
Instructor, Anthropology**