

**ANTHROPOLOGY 100**  
**Introduction to Anthropology**  
**Spring 2008**

**Whenever there is a question about what assignments are due, please remember this syllabus is considered to be the ruling document.**

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**Course Information**

**Item # 5204 C**  
**5 Credit Hours**

**TIME: MW 5:30 – 7:40 p.m.**  
**ROOM:**  
**INSTRUCTOR: MARY NORTON, M.A.**

[mnorton@bcc.ctc.edu](mailto:mnorton@bcc.ctc.edu)

Office Location: D200D

Office Phone: 425-564-4189

Office Hours: Monday, 4:30 – 5:30 p.m.

**Text Required:**

Scupin, R., DeCorse, C. (2008). *Anthropology: A Global Perspective*. 6<sup>th</sup> ed. Pearson: NJ.

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**Course Description**

Anthropology is the study of human societies, cultures, and biological diversity as they are observed around the globe. This course is an introduction to the scientific and humanistic study of human culture and biology from all times and places. Introduction to Anthropology explores the four major sub-disciplines of anthropology: cultural (societies and cultures), linguistic (language and communication), biological (evolution, genetics, primates), and archaeology (past cultures).

**Course Learning Outcomes:** At the end of this course students will be able to:

- Articulate an understanding of the breadth of anthropology, its main subfields, and its ties to other sciences
- Demonstrate knowledge of the range of human variation in the past as well as present, including biocultural systems, ecological relationships, subsistence practices, social organization and belief systems
- Apply anthropological knowledge to current situations
- Develop and understanding of the concept of culture as a system of learned behaviors
- Formulate a critical and scientific understanding of the basis for human variation, both cultural and biological, including appreciation of ethnic variation
- Employ the concept of cultural relativism in understanding cultural similarities and differences
- Understand the concept of ethnocentrism and gain respect and tolerance for other cultures through a holistic and cross-cultural approach

- Analyze causes of cultural and biological variation and the significance of biocultural evolution
- Explain and appropriately apply evolutionary theory to primate evolution

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## Academic Values

**Academic Honesty** The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense(s) exist.

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## Learning and Assessment

Students are responsible for their own learning, and for improving their learning and self-assessment skills. Instructor feedback will focus on the strengths and weaknesses of student=s work and on helping students with self-assessment and setting improvement goals for themselves. Defining, achieving, and valuing excellence is a major goal in this class.

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## Requirements for this Course

Attendance is required and will be taken. If you are absent for any class, it is your responsibility to obtain class material for that day. Attendance at every class is important and will be noted.

Participation will be expected of each student. Discussion of issues will be an important part of class participation. You will be expected to have read all material for each class ahead of time in preparation for constructive participation. Students may be called on at random to discuss reading or discussion assignments. Participation will figure importantly in borderline grades.

Cooperative Learning: On occasion, there will be classroom exercises that will allow you to work in small groups. These small group discussions will be worked into class lectures, so you must be present to participate.

Tests: A major part of your course grade will be derived from two tests. Each test is worth 100 points. You will need to bring a No. 2 pencil, an eraser, and a Scantron computer answer sheet to each test so that you may take it. Please show up prepared and on time. It is disruptive to enter the classroom once the testing period has begun. Test questions are derived from assigned readings, class lectures, videos, overheads, slides, handouts, discussions, and any other instructional material presented in class. Cheating and plagiarism will not be tolerated. Conduct during exams will comply with the College policy for academic honesty. If you are caught cheating, you will be prosecuted.

## Learning Assessment Tools

| <i>Assignment/activity</i>                                                                                                                                                         | <i>Point value</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>4 Quizzes @ 50 points each:</b><br>(fill in the blank, short essay answer and multiple choice)                                                                                  | <b>200</b>         |
| <b>2 Video Guides @ 10 points each:</b>                                                                                                                                            | <b>20</b>          |
| <b>2 Assignments @ 20 points each</b>                                                                                                                                              | <b>40</b>          |
| <b>1 Wild Card Chapters (15, 16, 17, 20, 21, 22) Presentation</b>                                                                                                                  | <b>40</b>          |
| <b>2 Exams @ 100 points each</b> (50 multiple choice, true/false and matching questions)<br>Final exam is not cumulative (it only covers material since the 1 <sup>st</sup> exam). | <b>200</b>         |
| <b>Total</b>                                                                                                                                                                       | <b>500</b>         |

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The assignments you complete in this course are some the instruments through which we will accomplish the course outcomes. Evaluations of your academic performance are based on class assignments and classroom participation. Students are held responsible for any assignments, class related handouts or project material missed due to an absence.

**Keep all your work in a notebook/portfolio until the end of the term.**

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### How to Succeed in Class:

(You are required to review this syllabus and the attached Social Science Division Policy Statement. Enrollment in the course constitutes an agreement to abide by the policies set forth in these items.)

1. ATTEND class. Students who come to class get a better comprehension of anthropology, a better education and better grades. There will be material covered in class that is not available elsewhere so attendance at every class is important.
2. NOTE-TAKING is an important part of college learning. Taking effective notes from lecture will enhance your understanding of the subject. Notes will highlight what the instructor has emphasized. Take notes that you can understand and use, and that are in your own words. Review your notes right after class and before the next class meeting to reinforce learning.
3. READ all assigned chapters in the textbook. Material that is not covered in class, but is found in the reading assignments, is fair game for testing. You are responsible for your own reading and comprehension of material. Most important: read to learn!
4. PARTICIPATE during lectures of textbook material. Be prepared for every class by reading the assignments *ahead of time*. This preparation will help you to more fully comprehend material presented in class. Constructive participation is expected and it is to your advantage. Offer to answer questions or contribute insights of your own. If you need suggestions on how to more fully participate, I will be glad to advise.
5. KEEP A PACE OF READING ASSIGNMENTS. This is a college course and the reading load is fast-paced. Do not get behind as this will impair your ability to fully understand the material, to participate in class, and to do well on tests. A standard ratio of 1 to 2 is usual for college courses, meaning that for every hour in class, you can expect to prepare 2 hours outside of class. *Figure in extra study time for tests*. It is helpful to make up a schedule for all of your classes so that you know on a weekly basis how heavy your workload will be.
6. STUDY FOR TESTS.  
Students who have used study guides in the past have done significantly better than those who have not. Additionally, you may use the outline of chapter contents at the beginning of each chapter, the key concepts, and the chapter summary as guides for understanding text material. Create a learning environment at home or school where you will not be distracted, so that you can enhance your comprehension. Prepare for exams by reading textbook chapters ahead of time and reviewing class notes. Test yourself on key concepts and terminology.
7. IN-CLASS DISCUSSIONS: Come prepared to discuss topics by reading the material ahead of time. Be willing to work with others and to listen to their viewpoints.
8. APPROPRIATE BEHAVIOR: Obtain a copy of the BCC Student Handbook to familiarize yourself with policies and behaviors that are appropriate to the college environment. Lewd, abusive, disruptive, or harassing behavior will not be tolerated. Turn off all electronic devices before entering the classroom. Arrive on time when class begins. If you must leave early, let the instructor know ahead of time so that you are not disruptive to the class. The handbook is available from the Student Union Building or Student Services Building.

**9. ABSENCE:** If you know you will be absent for in-class assignments or tests, let the instructor know well in advance. If you suddenly become ill or cannot make it to class for other reasons, call the instructor (425-564-4189) and leave a message with a phone number where you can be reached. Consideration for make-up assignments will be given only if you have informed the instructor *ahead of time* and if your request is accompanied by the proper documentation.

**10. COMPREHENSION:** If you are not understanding course material, come and see me right away. I want you to do well in this course, but I cannot help you if I don't know you need help or want help. Student success is important, but you must be serious and an active participant in your own learning.

**11. ACCOMMODATION:** "If you need course adaptations or special accommodations because of a disability, or if you have medical information that needs to be shared with me in the event that the building needs to be evacuated, please contact me during the first week of the quarter. If you require accommodations due to a diagnosed disability, please contact the Disability Support Services office in B132. Phone: 425-564-2498 (Voice) TTY: 425-564-4110. Please let me know if I may assist you in any way; I'll be glad to help you.

**12.** If you are struggling with this class or any other class, there is help available on campus and on-line. You may contact the tutoring service on campus. One internet source that offers study tips (and from which some of the above information is derived) is <http://www.ablongman.com/textbooktips>.

**13.** If you are struggling with personal issues and need crisis intervention, please call 206-461-3222 immediately.

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## Class Supplies

- \$ Course textbook
- \$ Access to a computer
- \$ Stapler and scissors
- \$ Standard English Dictionary
- \$ BCC email account
- \$ Student handbook/class schedule/catalog

Note: Having adequate and appropriate supplies will enhance your opportunities for success. Students who are ill prepared for the standards and pace of this course will have difficulties focusing on content and assignment quality.

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## Class Expectations

All students should clearly understand that the classroom is a safe environment for all. **Respect** for each student=s integrity, diversity of thought, and learning style is an important part of the learning environment. This is the expected right of all students. The instructor will strictly monitor protocols of **civility and respect for the dignity** of each person.

In addition, it is the right of each student to be able to participate without undue interruption or distraction. To this end, it is important for all students to be **punctual**. The pressures of time are as important in the classroom as they are in work. **Tardiness is unacceptable**, as is leaving the classroom without prior permission, except in an emergency.

Students with documented learning or physical disabilities should notify the instructor as soon as possible so that the necessary accommodations or adjustments can be made to provide equal access to the learning environment.

Plagiarism is literally thievery. It is taking the words or ideas of another and representing them as your own. Do not copy from another student=s work. Plagiarism will result in a failing grade in the course. It cannot be emphasized enough that cheating and plagiarism B presenting another=s work as one=s own B is serious offenses

in our learning community. If you are confused about how to do assignments, citations, etc. without plagiarizing, please ask for assistance. Our library has a full array of learning aids and tools.

Students are welcome to contact me at any time by email or telephone, but please be patient. I will return messages as soon as possible. Email is actually faster as I am only in my office during office hours, but I am at my computer way too much!

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## **Classroom Protocol**

- \$ Assignments must be turned in on the assigned day! If your assignment is late, consider having a classmate turn it in for you.
- \$ Missing quizzes may not be made up. Moreover, intentionally making false claims or statements regarding late papers, projects or attendance in the course is a violation of the academic code of conduct.
- \$ Student(s) with a disability requiring auxiliary aids, services, or other accommodations should contact the College Disability Support Services at 425-564-2498 or [dss@bcc.ctc.edu](mailto:dss@bcc.ctc.edu).
- \$ The student is responsible for collecting any missed assignments, handouts or any other classroom materials due to an absence.
- \$ Disagreements over scores must be resolved one week after the score was submitted.
- \$ Students should maintain backup copies of all submitted works.
- \$ All submitted works must be fully complete and ready to turn in (no partial works allowed for submission).
- \$ The instructor reserves the right to modify the course schedule.
- \$ Turn off cell phones, pagers or other electronic communication devices before entering the classroom.
- \$ Disorderly, abusive, or bothersome conduct will not be tolerated in the classroom. Moreover, disorderly or abusive behavior which interferes with the rights of others or which obstructs or disrupts teaching will result in immediate disciplinary action.
- \$ See the latest edition of the Student Handbook for additional information regarding student rights and responsibilities.

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## **E-Mail Protocol**

Please send only your word document and/or attachments. Do not send any assignment written as a standard e-mail document. Make sure your name also appears on the attachment itself.

Neither the institution nor the instructors are responsible for any Internet Service Providers= [ISP], (AOL, MSN, Earthlink, etc.) technological failures or mishaps.

## **Extra Credit**

No extra credit.

## Grading Scale for BCC

| Percentage | Letter Grade | Numerical Grade | Percentage    | Letter Grade | Numerical Grade |
|------------|--------------|-----------------|---------------|--------------|-----------------|
| 95-100%    | A            | 4.0             | 78-79%        | B-           | 2.4             |
| 94%        | A            | 3.9             | 76-77%        | C+           | 2.3             |
| 93%        | A            | 3.8             | 74-75%        | C+           | 2.2             |
| 92%        | A-           | 3.7             | 72-73%        | C+           | 2.1             |
| 91%        | A-           | 3.6             | 70-71%        | C            | 2.0             |
| 90%        | A-           | 3.5             | 68-69%        | C            | 1.9             |
| 89%        | A-           | 3.4             | 66-67%        | C            | 1.8             |
| 88%        | B+           | 3.3             | 64-65%        | C-           | 1.7             |
| 87%        | B+           | 3.2             | 62-63%        | C-           | 1.6             |
| 86%        | B+           | 3.1             | 60-61%        | C-           | 1.5             |
| 85%        | B            | 3.0             | 59%           | C-           | 1.4             |
| 84%        | B            | 2.9             | 58%           | D+           | 1.3             |
| 83%        | B            | 2.8             | 57%           | D+           | 1.2             |
| 82%        | B-           | 2.7             | 56%           | D+           | 1.1             |
| 81%        | B-           | 2.6             | 55%           | D            | 1.0             |
| 80%        | B-           | 2.5             | 50% and below | F            | 0.0             |

Granting the request and assigning the “I” grade is the prerogative of the instructor. See Course Catalog for more information.

## Grading Standards

The following are standards for course evaluations:

**“A” grades indicate “outstanding” achievement:**

### *The “A” student*

- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirements and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

**“B” grades indicate “high” achievement:**

### *The “B” student*

- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

**“C” grades indicate “satisfactory” achievement:**

***The “C” student***

- demonstrates a satisfactory level of competence in learning outcomes for the course;
- demonstrates competent ability to interpret, integrate and apply learning outcomes within the context of the course;
- completes work assignments that satisfy minimum requirements for the course;
- satisfies minimum requirements for class participation activities.

**“D” grades indicate “poor” achievement:**

***The “D” student***

- demonstrates minimum competence in some learning outcomes for the course;
- completes work assignments that usually meet minimum requirements;
- contributes inconsistently or infrequently to class participation activities.

**“F” grade indicates “unsatisfactory achievement.**

\*See the latest edition of the catalog and class schedule for updates

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## GENERAL EDUCATION RATINGS

Introduction to Anthropology (ANTH 100) has the following General Education Ratings:

| REASONING                                      |                      |                               |         | COMMUNICATION |                     |        |                   |
|------------------------------------------------|----------------------|-------------------------------|---------|---------------|---------------------|--------|-------------------|
| Critical Thinking, Creativity, Problem-Solving | Quantitative/Logical | Research/Information Literacy | Reading | Writing       | Listening, Speaking | Visual | Computer Literacy |
| 2                                              | 2                    | 0                             | 0       | 0             | 0                   | 0      | 0                 |

| RESPONSIBILITY             |                 |        |                   | CULTURAL TRADITIONS                    |                     |                    |
|----------------------------|-----------------|--------|-------------------|----------------------------------------|---------------------|--------------------|
| Self-Assessment/Life Goals | Group Processes | Ethics | Lifelong Learning | Historical & Intellectual Perspectives | Aesthetic Awareness | Cultural Diversity |
| 0                          | 0               | 0      | 0                 | 2                                      | 0                   | 0                  |

| SCIENCE & ENVIRONMENT |                             |                      |
|-----------------------|-----------------------------|----------------------|
| Nature of Sciences    | Science & the Natural World | Technology & Society |
| 2                     | 0                           | 0                    |