ANTH 1102B3: INTRO TO ANTHROPOLOGY

Course Description and Objectives:

This course introduces students to the discipline of anthropology. This is a general survey of the biological and cultural origins and development of human beings and their cultures. Anthropology is holistic, meaning that it studies the human condition comparatively through time and space. Based on archaeology, biological anthropology, cultural anthropology, and linguistics, this course emphasizes human adaptation through both biological and cultural evolution.

Students will learn
- the four interrelated subfields of anthropology.
- to have a broader perspective of how complex and diverse humans are over time.
- to question and understand the world through the lens of culture.
- to recognize self as a global citizen.

Tentative Course Schedule:

**June 25** Introduction: What is Anthropology?
Ch. 1
Video Ch. 1 [*Readings include a video from the Kottak’s website – see link on D2L*]

**June 26, 29** Methods in Archaeology
Ch. 3 (p. 40-47); video ch. 4
**Fieldtrip to Archaeology lab and GRU History Museum on June 29th**

**June 29** Methods in Biological Anth and Genetics
Ch. 3 (p. 48-49) & 4 (p. 66-78); video ch. 4 & 5

**June 30, July 1** Diversity: Biological Variation, Cultural Race and Ethnicity
Ch. 4 (79-92) & 16; video ch. 6 & 15
Film: *The Difference Between Us* (dvd 254)

**July 2 (first half of class)** ***EXAM 1***

**July 2 (second half of class)** Primates
Ch. 5 (p. 94-108); video ch. 7

**July 3** No Class—holiday!

**July 6-10** Human Evolution
- **ARCHAEOLOGY ASSIGNMENT DUE July 6**
  Ch. 5 (p. 108-116), 6, 7; video ch. 10, 11, 12
  Film: *Ape to Man*

**July 13 (first half of class)** ***EXAM 2***

**July 13 (second half of class), July 14** The First Farms and Cities and the Story of Troy
Ch. Ch. 8 & 9, video 11, 12
July 15 Methods of Cultural Anthro  
Ch. 2 & 3 (p. 49-63); video ch. 2 & 13  
• **HUMAN ORIGINS ASSIGNMENT DUE July 15**

July 16, 17 Gender  
Ch. 14; video ch. 18

July 20 (first half of class) ***EXAM 3***

July 20 (second half), 21 Language and Communication  
Ch. 10; video ch. 10 & 14  
Film: Excerpts from Do You Speak American? Down South (Library website: Films On Demand)  
• **FIELDWORK ASSIGNMENT DUE July 21**

July 22, 23 The Modern World System and Development  
Ch. 18 & 19; video ch. 23 & 24  
“Overconsumption” (see Kottak’s article in D2L under “cultureppt” folder)  
Film: Excerpts from The Corporation

July 24 Art and Expressive Culture  
Ch. 22 from Kottak’s Anthropology –“Arts, Media, Sports” found in D2L under “cultureppt” folder; video ch. 22

July 27, 28 Applied Anthropology  
Ch. 17; video ch. 3  
• **LANGUAGE ASSIGNMENT DUE July 27**

Wed., July 29 @ 10:00 a.m.*** Final EXAM***

Required texts:  
Two articles and Kottak videos on D2L.

Website: I will be posting notes, announcements, articles, study guides, etc. on D2L and through GRU email. **It is the students’ responsibility to check them regularly.** If you have trouble accessing D2L then call the IT help desk at 706-721-4000.

Course Requirements:  
Grades are based on four exams (composed of multiple choice questions), four written assignments, and in-class participation. Readings should be completed weekly. Here is a brief summary of the assignments, but more details will be given out closer to the due dates. Assignments are due at the beginning of class in 12 pt. Times (New Roman) font, double-spaced with one-inch margins. The assignments include the following:  
**Archaeology at Home**—Find material culture from your family’s heritage and discuss its value, composition, etc.  
**Biological**—Research essay on the debate on human evolution  
**Cultural Fieldwork**—Observe a scene and describe body language.  
**Language Change**—Interview someone and analyze language change between generations.
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<tr>
<th>Grading Scale</th>
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<th>Extra credit opportunities will be available on D2L for a possible additional 30 points to the final grade.</th>
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<tr>
<td>Exam 1 100 pts. (10%)</td>
<td>1000-900 A</td>
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<td>Exam 2 100 pts. (10%)</td>
<td>899-800 B</td>
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<td>Exam 3 100 pts. (10%)</td>
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<td>Exam 4 100 pts. (10%)</td>
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<td>4 Assignments 400 pts. (40%)</td>
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<td>Participation 200 pts. (20%)</td>
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<td>1,000 pts. (100%)</td>
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Dr. Angela Bratton — Allgood Hall E208  
email: abratton@gru.edu

Office hours: Thurs. 3:30-4 and by appointment  
Tel: 706-729-2286

Teaching Methods: This class is primarily lecture based with frequent opportunities for discussion. Films and Powerpoint are used as tools—students are responsible for their own note taking.

You are welcome to visit my office to discuss any problems or questions you have, whether or not they are related to class. I will steer you in the direction of the appropriate campus resources as best I can. For example, those with writing or other tutoring questions are urged to visit the Writing Center (University Hall 235 <http://www.gru.edu/colleges/pamplin/writingcenter/>). For help managing your schedule, dealing with stress, or if you’re just feeling overwhelmed, there is the Counseling Center (in the Central Utilities Plant building, 706-737-1471 http://www.gru.edu/admin/counseling/). Services are confidential and inclusive in your school fees.

Disabilities note: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, readers, etc. please speak with me and also contact the Testing and Disability Center (737-1469 or http://www.gru.edu/admin/tds/) for additional information about services available at GRU.

Another Anthropology resource is the Anthropology Student Union (ASU). This club promotes interest in anthropology through fieldtrips, lectures, films, etc.

Class Policies: Exam make-ups will be allowed only for students with a medical note from a doctor or with proof of a death in the family or similar extenuating and documented issue. You have three (3) “Get Out of Jail Free” passes. These can be turned in for an absence OR attached to an assignment that must be handed in during the NEXT class period. They CANNOT be used to simultaneously count as an absence and a late assignment or for exams. If you are two classes late with an assignment then you must use two passes to turn it in. Once these three are used up there will be no more excused late assignments or absences, therefore you will earn a zero for those not turned in. Use wisely.

Participation: Participation assumes active learning by paying attention, presenting relevant comments/questions to class, and not distracting other students from learning. Therefore, please respect your fellow classmates by NOT contributing to distracting classroom behavior (e.g., talking when someone else is talking, eating, being tardy, leaving early, leaving your cell phone ringer on, etc.). The professor has the right to remove disruptive students from class and to penalize them for any work they miss as a result. Students who come in after the roll is passed around will not be allowed to sign in and will be counted absent for the day. Frequent distracting behavior and absences will lower participation grades. Cell phones and other electronic devices are not allowed to be used at all during the exams. As you come into class you should sign only yourself in (and not anyone else). Students who have more than 3 absences (6 if you use three GOJF passes) will automatically fail the course. According to the Georgia Regents University Catalog, “if a student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Each class meeting is important. It is your responsibility to maintain a record of your attendance. If you choose to withdraw from the course then it is your responsibility to take care of the paperwork or you will have an F on your transcript. If you miss class because of sports or military obligations then inform Dr. Bratton.
**Academic Honesty:** Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. These violations or attempts at such are not tolerated in this course (for more information see link below). All work that is turned in should be your own work. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the GRU Academic Conduct Policy 3.1.4 (available at [http://policy.gru.edu/3-1-4-academic-conduct-policy/](http://policy.gru.edu/3-1-4-academic-conduct-policy/) ) and may include failing the assignment, the course, or even expulsion from GRU.

Plagiarism is presenting the work, words or ideas of another person as though they were one’s own, without giving the originator credit (e.g., copying someone’s answers on an exam, copying material from a website or book without giving credit to the authors). **For example, it is plagiarism to paraphrase material from another source without proper citation.** Consider the following statement from Barbara Myerhoff’s 1980 ethnography *Number Our Days*: “Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain.” It is plagiarism for the student to write the following in a paper: “Learning was not only inherently good, but a way to acquire worldly things.” Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, “Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also “a strategy for worldly gain.” Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches. Buying or attempting to buy papers for class is a breach of academic honesty.

You may discuss assignments with classmates, but you should note their ideas you use just like you would cite a book. If you use published or web sources, whether you are quoting or directly paraphrasing, you should acknowledge this using standard citation practices (e.g., Chicago, MLA). Citations should appear in-text where the material is being discussed (through in-text citation as seen in the example above or in a footnote style like Turabian). In-text citations also require a full works cited section.

- ✓ A successful discussion requires your critical **thinking** about issues raised in class and readings as well as your **articulation** about your positions, which requires your regular **participation**. No idea is too simple or silly to communicate. Do not be afraid to ask questions or take a stand or articulate confusion.

- ✓ It is not my job to summarize the reading for you. You need to do the assigned readings **before** class and think about them on your own. During class time we will connect the readings to broader anthropological issues. I am depending on you to interact with me and with one another in class during these discussions.

- ✓ We will frequently talk about current events as examples and to demonstrate anthropology’s relevance to the real world. Also, there is no topic off limits in class, and you do not have to agree with everyone. However, we must learn how to listen and respect people’s rights to their own opinion as well as their right to express those opinions. We will be discussing sensitive or charged issues in class, so please practice cultural relativity as much as possible. The readings and ideas we will discuss in this class may challenge how you look at the world and how you engage in everyday practices, including your thoughts on what you do on a day-to-day basis. All students are expected to commit to the creation of a safe, respectful classroom community in which we are able to enter into productive dialogue.

Comments that deny the humanity of anyone inside or outside the classroom are not acceptable.

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1 Taken from Miami University’s Anthropology Majors’ Handbook (Feb. 2004).