ANT 2000 Introduction to Anthropology

Large Section

- Sample Syllabi from
  - Full-time faculty (Karla Davis-Salazar)
  - Full-time Instructor (John Napora)
  - Adjunct (Jodi Nettleton)
- Group Research Project used by all three kinds of instructors
- Two sample lesson plans for in-class activities
ANT 2000 (Fall 2009; 4 credit hours)

INTRODUCTION TO ANTHROPOLOGY

Lecture: MW 2-3:15, ULH 101
Discussion Sections: various times in SOC 284

Instructor
Office Office Hrs. Email Phone
Dr. Karla Davis-Salazar SOC 137 MW 3:30-5 pm kdavis@cas.usf.edu 974-6339

Teaching Assistants
Office Office Hrs. Email Phone
Jennifer Hunsecker SOC 15C F 10-11 jhunseck@mail.usf.edu 974-0825
Aimee Eden SOC 15Q M 12-1 pm aeden@mail.usf.edu 974-0825
Ginger Johnson SOC 15J W 12:45-1:45 pm gjohnso4@mail.usf.edu 974-0825
Lorena Mihok SOC 15N R 1-2 pm lmihok@mail.usf.edu 974-0825
Jamae Morris SOC 15L R 4-5 pm jfmorris@mail.usf.edu 974-0825
Anne Pfister SOC 15S T 1-2 pm pea@mail.usf.edu 974-0825
Sarah Smith SOC 15J R 2-3 pm sasmith6@mail.usf.edu 974-0825

Course Description
This lower-level undergraduate course introduces students to the discipline of anthropology. Anthropology is the cross-cultural study of the human species in biological and social perspective. This course uses a research-based approach to explore the four major branches of anthropology: physical anthropology (human biology), archaeology (the analysis of the prehistoric and historic remains of human cultures), anthropological linguistics (the analysis of language in its cultural context), and cultural anthropology (the cross-cultural study of peoples living in the world today).

This course may be used to fulfill either a General Education course requirement (see below) or the ALAMEA requirement, but not both.
General Education Statement
This course is part of USF’s Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified for the Social and Behavioral Sciences core area and for the following dimensions: Critical Thinking, Human and Cultural Diversity, and Interrelationships among Disciplines. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

Course Topics
The course will introduce students to the discipline of anthropology through the investigation of ten core concepts and areas of interest in anthropology:
1. Scientific Method
2. Evolutionary Theory
3. Human Evolution
4. Culture
5. Material Culture and Prehistoric Cultural Systems
6. Sex and Gender
7. Human Biological Diversity, "Race," and Ethnicity
8. Human Social and Economic Organization
9. Language and Culture
10. Religion

Course Objectives
1) Understand the roles and interplay of biology and culture in shaping human behavior in the past and in the present;
2) Understand the holistic, interdisciplinary nature of anthropology, which encompasses biological anthropology, cultural anthropology, archaeology, and linguistic anthropology; and
3) Understand the relevance of anthropology for solving contemporary social problems.

Student Learning Outcomes
Upon successful completion of this course, you will be able to:
1) Distinguish between biological categories (e.g., sex and human biological variation) and cultural constructions (e.g., gender and "race") and explain their impact on human behavior;
2) Integrate biological, cultural, archaeological, and linguistic data in the analysis of contemporary social issues; and,
3) Seek solutions to contemporary social problems by applying anthropological data.
Course Format
The course is divided into a large lecture section (350 students) and fourteen smaller discussion sections (25 students/section). The lecture section meets twice a week and is led by the professor. The discussion sections meet once a week and are led by graduate student teaching assistants. In the lecture section, the professor will introduce new material, explain important concepts, and show films. In the discussion section, the graduate teaching assistant will lead discussions and in-class activities and coordinate the group research project. They will also grade your assignments. Take advantage of the time and the small class size of the discussion section to ask questions, clarify things that you don’t understand, and get to know your classmates.

Blackboard
Important course information is posted on Blackboard <https://my.usf.edu>. Check this site often, as this is the primary way for the instructor to communicate with you. All registered USF students automatically have access to this service. If you have not already created a Net ID and password, you will be instructed to do so when you log on. Once you’ve logged on, click on the “Courses” tab, and then on “ANT 2000: Introduction to Anthropology.”

Readings
There is one required textbook (available for purchase at the university bookstore):


There is also an e-book version available for purchase at reduced cost at the following website:
https://ebooks.primisonline.com/cgi/showebook.cgi?isbn=0390889539&bookType=unselected&fulleBook=true

Additional assigned readings are available online through Blackboard under Course Documents. Students are required to have completed all assigned readings by the date indicated on the course schedule.

Videos
Videos shown in this course are crucial for understanding and illustrating the many topics covered. Watch the videos carefully. Exams will include these materials. Most (but not all) of the videos are on reserve under the instructor’s name in Media Resources located on the 1st floor of the library. A few videos are the instructor’s personal copy and won’t be available for viewing outside of class. Don’t miss the films! Film study guides will be available on Blackboard.

Film study guides consist of several questions drawn from the video’s content and are intended to help you focus on important issues and points raised in the video. Print these guides out from Blackboard and bring them to class the day of the video showing.
Test questions are often drawn from these study guides and from class discussion of the film.

**Course Requirements**

**Individual Work (total = 60%)**

- Successful completion of Plagiarism Tutorial
- Quiz 5%
- Exam #1 15%
- Exam #2 20%
- Exam #3 20%

**Group Work (total = 40%)**

- Group Research Project 25%
  - Poster = 15%
  - Out-of-class Assignments (5 @ 1% each assignment) = 5%
  - Peer-evaluated Participation in Group Research Project = 5%

- Discussion Section 15%
  - In-class Assignments (10 @ 1% each) = 10%
  - Peer-evaluated Participation in Discussion Section = 5%

**Plagiarism Tutorial**

As a student enrolled in this course, you are required to successfully complete an online tutorial on plagiarism offered by the Center for 21st Century Teaching Excellence. The tutorial can be found at the following website: [http://www.cte.usf.edu/plagiarism/plag.html](http://www.cte.usf.edu/plagiarism/plag.html). You will need FlashPlayer to complete the tutorial. If you do not have FlashPlayer on your computer, it can be downloaded for free by clicking on the appropriate link at the following website [http://www.cte.usf.edu/plagiarism/plagindex.html](http://www.cte.usf.edu/plagiarism/plagindex.html) or you can use a university computer that already has it. You must complete this tutorial and provide your instructor with a certificate of completion with a score of 100% in order to take this course for a grade. Take the tutorial as many times as necessary in order to earn 100%.

**Quiz**

There will be one quiz with a total of 20 questions, divided into two parts. Part 1 asks you questions about the syllabus. Part 2 asks you to identify on a map the location of important places that will be highlighted in the course. At the beginning of the course, you will be provided with a list of the places that you will be expected to know.

**Exams**

The three exams will cover readings, lectures, class discussions, and videos. Each exam will consist of 50 questions (10 true/false and 40 multiple choice). Exam #1 will cover the material learned between Aug. 24 and Sept. 18. Exam #2 will cover the material learned between Sept. 21 and Oct. 23. Exam #3 will cover the material learned between Oct. 26 and Nov. 25.
There will be no make-up exams except under the following conditions: i) a documented medical emergency requiring hospitalization; and ii) major religious observances that necessitate absence from class. In the case of the latter, the student must present notice in writing to the instructor by the second class meeting. The make-up must be taken within one week of the missed exam and will consist of all essay questions.

**Group Research Project**

The group project involves conducting research on an anthropological question of your group’s choosing. The goal of the research project is to provide you with an opportunity to conduct anthropological research, exercise and develop your critical thinking skills, and experience the dynamics of group work. Guidelines for conducting the research will be provided. All research topics must be approved by your T.A. before work on the project begins. Course requirements related to the group research project are broken down into the following three graded categories: poster, out-of-class assignments, and peer-evaluated participation in group research project.

**Poster**

Each group will present their research as a poster in a public exhibit during the last week of the course. Guidelines for preparing the poster will be provided. Every member of a group will receive the same grade as his/her fellow members for the poster. However, see below (Peer-evaluated Participation in Group Research Project) for important exceptions to this policy. Important: This is a GROUP project; posters created by a single individual will not be accepted for credit. Also, posters will not be accepted for credit after the due date.

**Out-of class-Assignments**

Throughout the course of the semester, each group will complete a total of 5 short graded assignments directly related to their group research project. These assignments are designed to keep groups on track and guide group work during the research process. The assignments are to be completed outside of class by the group, although some time may be set aside during lectures and/or discussion sections for you to work together. Every member of a group will receive the same grade for each out-of-class assignment. However, see below (Peer-evaluated Participation in Group Research Project) for important exceptions to this policy.

Out-of-class assignments are due in hard copy and electronic form at the start of discussion section. If your group does not turn in both a hard copy to your T.A. and an electronic copy to Safe Assignment by the start of your discussion section, your assignment will be considered late and your group will not receive credit for the assignment.

**Peer-evaluated Participation in Group Research Project**

Group members will evaluate each other based on their participation in the group research project. Each group member will fill out and turn in one evaluation form per group member. (These evaluations will be kept completely confidential and, upon request, will be returned to the evaluator.) Your peer-evaluated participation grade is
based on the average score awarded to you by your group members. IMPORTANT: If you receive an average participation score equivalent to a D or F, then you will receive that same grade (either D or F) for both your poster and all of your out-of-class assignments. The rest of the group will receive the original grades for the poster and out-of-class assignments and will not be penalized.

**Discussion Section**

Discussion section meets 12 times during the semester. For 10 of the 12 meetings, you will be working in your groups on various activities and assignments related to the course topics introduced in lecture. These tasks and assignments are designed to enhance your understanding of the new course material as well as assist you with your group research project. Course requirements related to discussion section are broken down into the following two graded categories: in-class assignments and peer-evaluated participation in discussion section.

**In-class Assignments**

Throughout the course of the semester, each group will complete a total of 10 short graded assignments related to the course topics. The assignments, to be completed as a group during discussion section, are designed to enhance your understanding of course material (which will be helpful for exams) and to give you practice in various aspects of the research process (which will be helpful for the group research project). For each in-class assignment, all members of a group will receive the same grade as his/her fellow group members for that assignment. However, if you are absent on a day when your group completes an in-class assignment, then you will not receive credit for that assignment. Also, see below for what happens if you receive the equivalent of a D or F for your peer-evaluated participation in discussion section.

**Peer-evaluated Participation in Discussion Section**

Group members will evaluate each other based on their participation in discussion section. Each group member will fill out and turn in one evaluation form per group member. (These evaluations will be kept completely confidential and, upon request, will be returned to the evaluator.) Your grade for peer-evaluated participation in discussion section is based on the average score awarded to you by your fellow group members. If you receive an average participation score equivalent to a D or F, then you will receive that same grade (either D or F) for all of your in-class assignment grades. The rest of the group will receive the original grades for the in-class assignments and will not be penalized.

**Grading System**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100%</td>
<td>A+</td>
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<td>93-99.99%</td>
<td>A</td>
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<tr>
<td>90-92.99%</td>
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<tr>
<td>87-89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.99%</td>
<td>C+</td>
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<td>C-</td>
</tr>
<tr>
<td>67-69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.99%</td>
<td>D</td>
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<tr>
<td>60-62.99%</td>
<td>D-</td>
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</tbody>
</table>

This grading system will not be changed. Do NOT ask the instructor or your teaching assistant to “bump your grade up.”
Additional Course Guidelines and Policies

1. **EMERGENCY PREPAREDNESS:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

2. **ACCOMMODATIONS:** Any student with a disability documented with Student Disabilities Services, who feels s/he may need an accommodation based on the impact of a disability, should meet with the instructor during the first week of class to discuss accommodations. A letter from Students with Disabilities Services must accompany the request for accommodations. It is the student’s responsibility to contact Student Disability Services to document disabilities and coordinate reasonable accommodations. Students with Disabilities Services is located in SVC 1133 in the Student Services Bldg, across from the Registrar’s Office. Their phone is (813) 974-4309 -- TTY: (813) 974-5651. The office’s website address is [www.sds.usf.edu](http://www.sds.usf.edu). I, the instructor, will provide whatever accommodations requested by Students with Disabilities Services on your behalf – no questions asked.

3. **S/U GRADING:** Request for S/U grading must be received by the instructor no later than the third class session. An S grade will be considered the equivalent of an A, B, or C. A grade of U will be equivalent to a D or F.

4. **INCOMPLETES:** Incomplete grades (I) will be granted only if the student negotiates a contract with the instructor BEFORE the last day of class to complete the missing work. Incompletes will not be granted should the student fail to negotiate such before this date.

5. **QUIZ and EXAMS:**
   a. Cheating is absolutely not tolerated. It is your responsibility to read and understand the university’s policy on academic dishonesty ([http://www.ugs.usf.edu/catalogs/0809/adadap.htm](http://www.ugs.usf.edu/catalogs/0809/adadap.htm)). By enrolling in this course, you agree to follow university policy on this matter. To prevent any misunderstandings in this regard, during the exams: i) do not talk, ii) do not wear a hat of any kind, iii) keep your cell phone off and in your bag or out of view, and iv) don’t let your eyes wander. Different versions of the exams will be given, but to be on the safe side, follow the above rules.
   
   b. Do not be late for a quiz or exam. If one person has finished the quiz or exam and left the room before you arrive, you may not take it.
   
   c. There will be no make-up exams except under the following conditions: i) a documented medical emergency requiring hospitalization; and ii) major religious observances that necessitate absence from class. In the case of the latter, the student must present notice in writing to the instructor by the
second class meeting. The make-up must be taken within one week of the missed exam, and will consist of all essay questions.

6. ACADEMIC DISHONESTY and PLAGIARISM: Cheating of any form is absolutely not tolerated. It is your responsibility to read and understand the university’s policy on academic dishonesty (http://www.ugs.usf.edu/catalogs/0809/adadap.htm). By enrolling in this course, you agree to follow university policy on this matter. IMPORTANT: USF has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. I, the instructor, reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s assignment was plagiarized. For more information, go to <www.safeassignment.com>. Any student who plagiarizes will receive an automatic grade of “FF” for the course. This course requires you to submit your paper to SafeAssign. In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor’s instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.

7. ACADEMIC DISRUPTION: Academic disruption is defined as “acts or works of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety, or well being of the faculty member or students” (http://www.ugs.usf.edu/catalogs/0809/adadap.htm). Policies regarding disruption are covered in the University catalogue and the Student Code of Conduct (see pg. 46-48 of the 2008-2009 Undergraduate Catalog http://www.ugs.usf.edu/pdf/cat0809/08acapol.pdf). The instructor will follow these policies.

8. EXTRA CREDIT: There are no opportunities for extra credit.

9. NOTES AND TAPES: The sale of notes or tapes from this class is prohibited.

10. LECTURE NOTES: It is your responsibility to take notes during class. Lecture notes will not be provided by the instructor or posted on Blackboard. If you miss a class or your notes are deficient for whatever reason, copy a classmate’s notes and see one of your teaching assistants to make sure you understand the missed material.

11. RESPECT: It is expected that students will be attentive and respectful of their fellow students and of their instructor and teaching assistants. Turn off all cell phones and pagers. Do not arrive late or leave early. (If for some reason you do, please sit in the back of the classroom.)
12. The instructor reserves the right to make changes to the course schedule and content.

**Tips for Doing Well in this Course**

1. Come to every class. Lectures and class discussions will include information not covered in the readings. So, the only way to get a lot of the information that you will need to know for the exams and assignments is to come to class.

2. Take notes – on lectures, on class discussions, on readings, and on films.
   
   a. Lectures: Every class meeting the professor will start the lecture by putting key terms and concepts related to the day’s topic up on the screen. Write them down (they’re great study guides for the exams and writing assignments) and make sure you are able to define them and understand their significance. If you don’t understand them, please ask us to clarify. We’re not at all bothered by questions. In fact, we like them – it means you’re listening!

   b. Class discussion: Class discussions are one way of highlighting important issues and getting you to think about those issues. So take notes on what we talk about. It’s all fair game for exams and assignments.

   c. Readings: Read assignments carefully. Just because you read the assignment through once doesn’t mean that you’re done with your homework. Make sure you understand what you’ve read. Many of the readings are accompanied by review questions. Write down answers to those questions; they’ll also make great study guides for the exams and assignments.

   d. Videos: Like readings, don’t assume that because you watched it, you’re done. We will provide you with study questions that will help you to direct your viewing. Write down answers to those questions and participate in (or at least listen to) our discussion after the video showing. You may also want to see a particular video more than once. (Remember videos are on reserve in the library).

3. Consult your teaching assistants during their office hours. They are here to help you.

4. Don’t hesitate to consult the professor during her office hours either. She’d like to get to know you.
## GENERIC Course Schedule

(This schedule will be modified to fit your particular discussion section. You will receive a modified copy of this schedule adapted to your specific discussion section. “D” stands for discussion section.)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>VIDEO</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>24-Aug</td>
<td>Getting to Know You</td>
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<tr>
<td></td>
<td>W</td>
<td>26-Aug</td>
<td>What is Anthropology?</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td>D</td>
<td>NO DISCUSSION SECTION THIS WEEK</td>
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<tr>
<td>2</td>
<td>M</td>
<td>31-Aug</td>
<td>History of Anthropology</td>
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<tr>
<td></td>
<td>W</td>
<td>2-Sep</td>
<td>Science</td>
<td>Ch. 2</td>
<td>What about God?</td>
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<td></td>
<td>D</td>
<td>NO CLASS (Labor Day)</td>
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<td>3</td>
<td>M</td>
<td>7-Sep</td>
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<td>W</td>
<td>9-Sep</td>
<td>Evolution</td>
<td>Ch. 3</td>
<td>Why Sex?</td>
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<td>D</td>
<td>14-Sep</td>
<td>What is a Scholarly Source?</td>
<td>Geezer Power</td>
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<td>In-class assignment due: scholarly sources</td>
<td>In Matters of Sex and Death</td>
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<td>Plagiarism Tutorial due</td>
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<td>4</td>
<td>M</td>
<td>16-Sep</td>
<td>Material Culture and Archaeology</td>
<td>Ch. 4, pp. 63-82</td>
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<td>W</td>
<td>23-Sep</td>
<td>Lucid in the Sky with Diamonds: A. afarensis and H. habilis</td>
<td>Ch. 6, pp. 126-140</td>
<td>African Burial Ground</td>
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<td>D</td>
<td>28-Sep</td>
<td>Our Closest Living Relatives: Chimpanzees</td>
<td>The Cultures of Chimpanzees</td>
<td>Among the Wild Chimpanzees</td>
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<td>Formulating Research Questions &amp; Primate lab</td>
<td>Ch. 6</td>
<td>Question Brainstormer</td>
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<td>In-class assignment due: essential &amp; foundation questions</td>
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<td>in-class assignment due: datasets</td>
<td>Our Babies, Ourselves</td>
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<td>Essential Question &amp; Foundation Questions due</td>
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<td>6</td>
<td>M</td>
<td>5-Oct</td>
<td>Walking with Cavemen</td>
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<td>7-Oct</td>
<td>Meet the Flintstones: H. ergaster/erectus, Neanderthals, and AMHs</td>
<td>Ch. 6, pp. 141-163</td>
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<td>D</td>
<td>12-Oct</td>
<td>Human Biological Variation, Race, and Racism</td>
<td>Ch. 8</td>
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<td>W</td>
<td>19-Oct</td>
<td>Clueless? Gender and Femininity in the US</td>
<td>Ch. 7, pp. 166-180</td>
<td>Killing Us Softly 3</td>
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<td>D</td>
<td>21-Oct</td>
<td>Natural Born Killers? Masculinity in the US</td>
<td>Ch. 7</td>
<td>Wrestling with Manhood</td>
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<td>9</td>
<td>M</td>
<td>26-Oct</td>
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<tr>
<td></td>
<td>W</td>
<td>28-Oct</td>
<td>Third Gender: A Crosscultural Look at Gender</td>
<td>The Berdache Tradition</td>
<td>Paradise Bent</td>
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<tr>
<td></td>
<td>D</td>
<td>NO CLASS</td>
<td>Creating Posters &amp; Gender</td>
<td>Guidelines for Creating Posters</td>
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Green highlight = in-class assignment due
Yellow highlight = out-of-class assignment due
Red highlight = major assignment due

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>VIDEO</th>
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<tbody>
<tr>
<td>11</td>
<td>M</td>
<td>2-Nov</td>
<td>You Are What You Eat: Subsistence Patterns</td>
<td>Ch. 9</td>
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<td>W</td>
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<td>4-Nov</td>
<td>What’s Love Got to Do With It?: Marriage</td>
<td>Ch. 7, pp. 180-85, Ch. 10, pp. 259-265</td>
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<tr>
<td>D</td>
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<td>Cross-referencing Information &amp; Subsistence</td>
<td>Too Many Bananas...</td>
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<td>in-class assignment due: cross-referencing</td>
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<td>Analyze Information due</td>
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<tr>
<td>12</td>
<td>M</td>
<td>9-Nov</td>
<td>What’s Love Got to Do With It?: Kinship</td>
<td>Ch. 10, pp. 265-273</td>
<td></td>
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<tr>
<td>W</td>
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<td>11-Nov</td>
<td>Political Systems</td>
<td>Ch. 10, pp. 273-278</td>
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<tr>
<td>D</td>
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<td></td>
<td>Answering Research Questions &amp; Marriage</td>
<td>When Brothers Share a Wife</td>
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<td>in-class assignment due: answering the question</td>
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<td>Cross-reference Information due</td>
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<tr>
<td>13</td>
<td>M</td>
<td>16-Nov</td>
<td>It’s Greek to Me! Language and Culture</td>
<td>Ch. 11, pp. 280-286, 294-301</td>
<td>American Tongues</td>
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<tr>
<td>W</td>
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<td>18-Nov</td>
<td>A Gorilla Could Do That: Apes and Language</td>
<td>Ch. 11, pp. 290-294</td>
<td>A Conversation with Koko</td>
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<tr>
<td>D</td>
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<td>Language, course evals, instructions for poster day</td>
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<td>Answer the Question</td>
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<tr>
<td>14</td>
<td>M</td>
<td>23-Nov</td>
<td>Witches and Warlocks: Religion &amp; Ritual</td>
<td>Ch. 12</td>
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<tr>
<td>W</td>
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<td>25-Nov</td>
<td>Applying Anthropology</td>
<td>Ch. 15</td>
<td>Trinkets &amp; Beads</td>
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<tr>
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<td></td>
<td></td>
<td>NO DISCUSSION SECTION (Thanksgiving)</td>
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<tr>
<td>15</td>
<td>M</td>
<td>30-Nov</td>
<td>Poster Day</td>
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<tr>
<td>W</td>
<td></td>
<td>2-Dec</td>
<td>Poster Day</td>
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<tr>
<td>D</td>
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<td>NO DISCUSSION SECTION (AAA conference)</td>
<td></td>
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<tr>
<td>16</td>
<td>W</td>
<td>9-Dec</td>
<td>EXAM #3 3:00-5:00 pm in ULH 101</td>
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</tr>
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</table>
Introduction to Anthropology  
ANT 2000-007  
4 credits  
2 - 3:45 M-W, ULH 101  
Discussion sections: various times in SOC 384

Dr. John Napora  
College of Arts and Sciences  
Office hrs. 11:00-12:00 M & W  
2:00-3:00 TH, & by apt.  
SOC 40  
Department of Anthropology  
974-0821  
jnapora@usf.edu

Teaching Assistant  
Ginger Johnson  
gjohnso4@mail.usf.edu
SOC 15F Office hr. 4-5 Monday

Text  
Introducing Anthropology: An Integrated Approach  
By Michael Alan Park

REQUIRED ARTICLES ARE PLACED ON BLACKBOARD UNDER RESERVE READINGS.

Course Format  
The course is divided into a large lecture (350 students) and smaller discussion sections of about 25 students per section. The lecture section meets twice a week and is led by the professor. The discussion sections meet once a week and are led by graduate student teaching assistants. In the lecture section, the professor will introduce new material and explain important concepts. In the discussion section, the graduate teaching assistants will lead discussions and in-class activities and coordinate the group research project. They will also grade your assignments. The small class size of the discussion sections gives you the opportunity to clarify things that you may not understand, to ask further questions, and to organize work on your group research project.

Course Purpose:  
To expose the student to the intellectual perspective and engagement with the human condition that is anthropology. The student will be introduced to the four fields which constitute the discipline: biological or physical anthropology, archaeology, linguistics, and cultural anthropology. Core principles of each of these fields will be examined while simultaneously stressing the holistic approach of anthropology. Thus the student will be exposed to how anthropologists approach and understand their fields of inquiry. This will allow the student to move beyond misconceptions about the study of anthropology. The student will also be given the opportunity to move beyond stereotypes concerning the human condition, and should instead come to have a greater awareness of and appreciation for what it means to be human. In the process, the course also offers the student the opportunity to broaden one’s vision of and for humanity, to develop self consciousness as a member of the human species, and to further develop the potential and skills necessary to face the challenges of being a citizen of the world in the years ahead.

Fulfillment of University Requirements  
This course may be used to fulfill either a General Education course requirement (see below) or the ALAMEA requirement, but not both.

General Education Statement
This course is part of USF’s Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified for the Social and Behavioral Sciences core area and for the following dimensions: Critical Thinking, Inquiry, Human and Cultural Diversity, and Interrelationships among Disciplines. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

Course Topics
The course will introduce students to the discipline of anthropology through the investigation of following areas of interest in anthropology:

1. Anthropological Methods
2. Evolutionary Theory and Human Evolution
3. Culture
4. Material Culture and Prehistoric Cultural Systems
5. Sex and Gender
6. Human Biological Diversity, "Race," and Ethnicity
7. Human Social and Economic Organization
8. Language and Culture
9. Religion

Course Objectives

1) Understand the roles and interplay of biology and culture in shaping human behavior in the past and in the present;
2) Understand the holistic, interdisciplinary nature of anthropology, which encompasses biological anthropology, cultural anthropology, archaeology, and linguistic anthropology; and
3) Understand how culture shapes and defines how humans view the world and themselves
4) Understand the relevance of anthropology for addressing contemporary social problems.

Expectations/Grades

Attendance and classroom policies

The student is expected to be actively involved in the course. Attendance is mandatory. Three unexcused absences from lecture and/or the discussion section allow the instructor to mark down the student’s grade, and another ten points are lost for every subsequent absence. (An excused absence is one for which a student can provide documentation: e.g., a note from a doctor or student health, a repair bill from a mechanic, a funeral notice, etc. A note from a family member or simply emailing the professor does not excuse an absence.) Attendance is determined through attendance checks, homework or in class assignments, and any pop quizzes given before or after lecture. In keeping with University policy: “Students who anticipate the necessity of being absent from class due to the observance of a major religious observance must provide notice of the date(s) to the instructor, in writing” by the end of the second week of class. Athletes who may be missing classes should also present the instructor with a schedule by the end of the second week of the course. The class can be taken S/U only by non-majors. The instructor must be informed of the S/U option by the end of the second week.

Cell phones and pagers should be turned off before class, and if answered during a quiz or an exam ten points will be automatically deducted from the student’s grade. Laptops should be used for taking notes only, and if used for other purposes, they may be confiscated by the instructor for the duration of the class. Disruption of the attention of the instructor or other students will not be tolerated. The instructor reserves the right to dismiss a student from class for any behavior the instructor considers inappropriate. Such dismissal constitutes an absence.

Determining the course grade
The student's course grade is primarily assigned through two exams, a final, and a group project. (Make-ups are only possible with a doctor's excuse, a written note from student health services, or, in rare instances, through consultation with the instructor. Travel plans or family plans do not count.) The first and second exams are worth 20% of the final grade, and the group project and final exam are worth 25% each. The remaining 10% of the grade is based on any pop quizzes, homeworks, and activities in lecture and the discussion section. Both homeworks and assigned activities may or may not be graded, but failure to turn in any assignment on the date it is due results in a loss of 5 points per assignment from the student's total possible score. (Only an excused absence allows a late assignment to be turned in without penalty.) There will be approximately 200 possible points for the class. The student's final course grade is based on the total number of points earned. Extra credit is only possible if all in class activities and homeworks are satisfactorily completed by the dates due. A maximum of 5 extra credit points may be given.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>100 - 92 % = A</th>
<th>77 - 72 % = C</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 90 % = A-</td>
<td>71 - 70 % = C-</td>
<td></td>
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<tr>
<td>89 - 88 % = B+</td>
<td>69 - 68 % = D+</td>
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</tr>
<tr>
<td>87 - 82 % = B</td>
<td>67 - 62 % = D</td>
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</tr>
<tr>
<td>81 - 80 % = B-</td>
<td>61 - 60 % = D-</td>
<td></td>
</tr>
<tr>
<td>79 - 78 % = C+</td>
<td>59 - 0 % = F</td>
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</table>

The group project

Students will be united in groups of five to work on the group project. The groups may be formed by the students themselves through the end of the third week. After that students will be assigned to their respective groups. The group assignment is to depict a particular aspect of or moment in the human condition that is relevant to anthropology. This can be done in one of two ways. First, it can be depicted as a scene in a play or movie which can be performed. Or it can be depicted in the form of a poster. In either case the specific subject for the project is to be selected by the group but MUST HAVE the permission of the teaching assistant, and no topic from American or European culture will be accepted. Examples of subjects will be given in class. Guidelines for the scene, which is to be between 15-20 typed pages, and the poster will be provided. Through the scene or poster information is to be communicated about the subject chosen in a manner that is clear and readily understood, and both must be informed by at least seven scholarly sources, excluding web sites unless they end with ".edu." The group shall receive one grade as a whole for the project. All members of the group will also be graded by their peers based on the contribution made. This grade is 5 pts. of the project grade. If peer evaluations show no contribution was made by a member of the group, then he or she will receive a 0 for the entire project grade. Late materials are only accepted with a penalty of five points for every day past the due date.

A grade of incomplete is only granted because of circumstances beyond the control of the student, only a small portion of the required work remains undone, and the student is otherwise passing the course. Taping of the classroom lectures is prohibited. Academic dishonesty as discussed in the undergraduate catalogue will not be tolerated. A grade of F, zero points, will be given for any quiz, exam, paper, or poster where cheating or plagiarism has occurred, and if cheating occurs again in any form a grade of FF shall be given for the course. The instructor may use the University's account with Safeassignment.com, an automated plagiarism detection service, to aid in determining if plagiarism has occurred.

Plagiarism Tutorial

Students enrolled in this course are required to successfully complete an online tutorial on plagiarism offered by the Center for 21st Century Teaching Excellence. If not completed, no grade other than 0 will be given for the group project. It can be taken as many times as necessary in order to earn 100%. Plagiarism and the tutorial will be described in the discussion sections.
Key dates

The group project proposal is due no later than October 8th.
The completed plagiarism tutorial is due no later than October 15th.
October 30th is the last day to drop a course without penalty.
The group project is due November 17th.
The final exam is on Wednesday, December 8, 3:00-5:00 in ULH 101.

Students with Disabilities

In keeping with University policy: Any student with a disability should meet with the instructor during the first week of class to discuss accommodations. The student must bring a current Memorandum of Accommodations from the Office of Student Disability Services that is prerequisite for receiving accommodations. Please inform me if there is a need for an alternate format for exams or a note taker.

Reading Schedule

THE EXACT ASSIGNMENT IS GIVEN IN EACH CLASS AND IS POSTED ON BLACKBOARD. IT IS THE STUDENT'S RESPONSIBILITY TO KNOW AND READ THE ASSIGNMENTS BEFORE COMING TO CLASS. (Note: Readings may be added to or removed from the syllabus, depending on, e.g., constraints of time, a relevant piece of reading being found by the instructor, additional student interest, etc.) All Chs. refer to chapters from the text by Park

Introduction to Anthropology, Culture, and Language

August 23 – September 8
Chs. 1 and 2 “Doing Anthropology” “Methods of Inquiry”
Chagnon, Napolean (1976) “Doing Fieldwork Among the Yanomamo” pp.1-17
Bourgois, Philippe (1997) “Just Another Night on Crack Street” pp.4-10

September 13 – September 20
Chs. 7 and 11 “Learning How to Survive: The Cultural Primate” and “Communication”
Vogel,Gretchen (2010)“Chimps in the Wild Show Stirrings of Culture”93-97

September 22 - 27 Group work (time permitting) and Exam 1

Culture in Action: Adaptation, Social Organization, Religion, and Change

September 29 – October 6
Chs. 9 and 8 “Nature of the Group” and “Food”
Jones, Timothy (2009) “Clean Your Plate. There are People Starving in Africa! The Application of Archaeology and Ethnography to America’s Food Loss Issues” pp. 104-109

October 8 -- The group project proposal is due no later than October 8 in the discussion sections.

October 11 - October 20

Chs. 12, 13 and 15, “Maintenance of Order: Making the Worldview Real”, “The Evolution of our Behavior”, and “Cultural Change”

Saitoti, Tepilit Ole (1997) “My Circumcision” pp. 177-186


Yellen, John (2010) “Bushmen” pp. 79-84

Exam 2 – October 25

Archaeology, Physical Anthropology, and the Future

October 27 - November 3

Ch. 10 “Material Culture”


Bawaya, Michael (2010) “Maya Archaeologists Turn to the Living to Help Save the Dead” pp.21-22

November 8 - 15

Chs. 3 and 4 “Evolution” and “Our Place in Nature”

Group Project due November 17

November 17- 24 (Discussion sections will not meet the week of the 22nd through the 26th.)

Chs. 5 and 6 “Anatomy: The Bipedal Primate” and “Reproduction: The Sexual Primate”


November 29 - December 1

Chs. 14 and 16 “Human Variation” and “The State of the Species”


FINAL EXAM -- Wednesday, December 8, 3:00-5:00 in the classroom
Introduction to Anthropology
ANT 2000-007 - 4 credits
2 - 3:45 M-W, ULH 101

Jodi C. Nettleton, Ph.D.  College of Arts and Sciences
Office Hrs. 12:30-1:30 M & W  Department of Anthropology
jnettlet@usf.edu

Graduate Assistant: Adrienne Mael: adriennemael@mail.usf.edu
Teaching Assistants:
  Allison Cantor: cantora@mail.usf.edu, SOC 15J,
  Nolan Kline: nscline@mail.usf.edu, SOC 15C
  Steven Krause: stefan2@mail.usf.edu, SOC 15S

Text: Introducing Anthropology: An Integrated Approach
  By Michael Alan Park

Course Format
  The course is divided into a large lecture (350 students) and smaller discussion
  sections of about 25 students per section. The lecture section meets twice a week and is
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  student teaching assistants. In the lecture section, the professor will introduce new
  material and explain important concepts. In the discussion section, the graduate
  teaching assistants will lead discussions and in-class activities and coordinate the group
  research project. They will also grade your assignments. The small class size of the
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  project.

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  human condition that is anthropology. The student will be introduced to the four fields
  which constitute the discipline: biological or physical anthropology, archaeology,
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  examined while simultaneously stressing the holistic approach of anthropology. Thus
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  fields of inquiry. This will allow the student to move beyond misconceptions about the
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1. Understand the roles and interplay of biology and culture in shaping human behavior in the past and in the present;
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3. Understand how culture shapes and defines how humans view the world and themselves
4. Understand the relevance of anthropology for addressing contemporary social problems.

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The student is expected to be actively involved in the course. *Attendance is mandatory.* Three unexcused absences from lecture and/or the discussion section allow the instructor to mark down the student's grade, and another ten points are lost for every subsequent absence. (An excused absence is one for which a student can provide documentation: e.g., a note from a doctor or student health, a repair bill from a mechanic, a funeral notice, etc. A note from a family member or simply emailing the professor does not excuse an absence.) Attendance is determined through attendance checks, homework or in class assignments, and any pop quizzes given before or after lecture. In keeping with University policy: “Students who anticipate the necessity of being absent from class due to the observance of a major religious observance must provide notice of the date(s) to the instructor, in writing” by the end of the second week of class. Athletes who may be missing classes should also present the instructor with a schedule by the end of the second week of the course. The class can be taken S/U only by non-majors. The instructor must be informed of the S/U option by the end of the second week.

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**Course Grade:**

The student’s course grade is primarily assigned through two exams, a final, and a group project. (Make-ups are only possible with a doctor’s excuse, a written note from student health services, or, in rare instances, through consultation with the instructor. Travel plans or family plans do not count.)

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
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<tr>
<td>Exam Two</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Group Project</td>
<td>25%</td>
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<tr>
<td>Class Activities</td>
<td>15%</td>
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<tr>
<td>Attendance</td>
<td>15%</td>
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</table>

Failure to turn in any assignment on the date it is due results in a loss of 5 points per assignment from the student's total possible score. (Only an excused absence allows a late assignment to be turned in without penalty.) There will be approximately 100
possible points for the class. The student’s final course grade is based on the total number of points earned. Extra credit is only possible if all in class activities and homework are satisfactorily completed by the dates due. A maximum of 5 extra credit points may be given.

**Grading Scale:**

- 100 - 92 % = A
- 91 - 90 % = A-
- 89 - 88 % = B+
- 87 - 82 % = B
- 81 - 80 % = B-
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- 77 - 72 % = C
- 71 - 70 % = C-
- 69 - 68 % = D+
- 67 - 62 % = D
- 61 - 60 % = D-
- 59 - 0 % = F

**The Group Project:**

Students will be united in groups of five to work on the group project. The groups may be formed by the students themselves through the end of the third week. After that students will be assigned to their respective groups. The group assignment is to depict a particular aspect of or moment in the human condition that is relevant to anthropology. The product of the group project will be depicted as a scene in a play or movie which can be performed. The specific subject for the project is to be selected by the group but MUST HAVE the permission of the teaching assistant. Examples of subjects will be given in class. Guidelines for the scene, which is to be 15 to 20 typed pages. Through the scene information is to be communicated about the subject chosen in a manner that is clear and readily understood, and both must be informed by at least seven scholarly sources, excluding web sites unless they end with “-.edu.” The group shall receive one grade as a whole for the project. All members of the group will also be graded by their peers based on the contribution made. This grade is 5% of the project grade. If peer evaluations show no contribution was made by a member of the group, then he or she will receive a 0 for the entire project grade. Late materials are only accepted with a penalty of five points for every day past the due date.

A grade of incomplete is only granted because of circumstances beyond the control of the student, only a small portion of the required work remains undone, and the student is otherwise passing the course. Taping of the classroom lectures is prohibited. Academic dishonesty as discussed in the undergraduate catalogue will not be tolerated. A grade of F, zero points, will be given for any quiz, exam, paper, or poster where cheating or plagiarism has occurred, and if cheating occurs again in any form a grade of FF shall be given for the course. The instructor may use the University’s account with Safeassignment.com, an automated plagiarism detection service, to aid in determining if plagiarism has occurred.
Plagiarism Tutorial:
Students enrolled in this course are required to successfully complete an online tutorial on plagiarism offered by the Center for 21st Century Teaching Excellence. If not completed, no grade other than 0 will be given for the group project. It can be taken as many times as necessary in order to earn 100%. Plagiarism and the tutorial will be described in the discussion sections.

Key Dates:
The group project proposal is due no later than October 7th.
The completed plagiarism tutorial is due no later than October 15th.
October 28th is the last day to drop a course without penalty.
The group project is due November 16th.
The final exam is on Wednesday, December 7, 3:00-5:00 in ULH 101.

Students with Disabilities:
In keeping with University policy: Any student with a disability should meet with the instructor during the first week of class to discuss accommodations. The student must bring a current Memorandum of Accommodations from the Office of Student Disability Services that is prerequisite for receiving accommodations. Please inform me if there is a need for an alternate format for exams or a note taker

Reading Schedule:
The exact assignment is given in each class and is posted on Blackboard. It is the student’s responsibility to know and read the assignments before coming to class. (Note: Readings may be added to or removed from the syllabus, depending on, e.g., constraints of time, a relevant piece of reading being found by the instructor, additional student interest, etc.) All Chs. refer to chapters from the text by Park

Introduction to Anthropology: The Biocultural Study of the Human Species
Week One: August 22nd – August 26th
   Ch. 1 Doing Anthropology: Defining the Discipline

Week Two: August 29th – September 2nd
   Ch. 2 How Anthropology Works: Methods of Inquiry  
   Chagnon, Napoléon (1976) “Doing Fieldwork Among the Yanomamo” pp.1-17  
   Bourgois, Philippe (1997) “Just Another Night on Crack Street” pp.4-10

Week Three: September 5th – September 9th
   September 5th, Labor Day – No CLASS
   Ch. 3 Themes of Anthropology: Evolution
Stephen Jay Gould, ‘Nonoverlapping Magisteria,’ *Natural History* 106 (March 1997):

16-22

**Week Four: September 12th – September 16th**

Ch 4 Themes of Anthropology: Culture

Vogel, Gretchen (2010) “Chimps in the Wild Show Stirrings of Culture” 93-97

**Week Five: September 19th – 23rd**

Group work (time permitting) and Exam 1

Ch 5 Our Place in Nature: Humans as Primates

**Week Six: September 26th – 30th**

Ch 6 Evolution: The Large-Brained Primate

**Week Seven: October 3rd – 7th**

Ch 7 Reproduction

Ch 8 Human Variation: Biological Diversity and Race

Saitoti, Tepilit Ole (1997) “My Circumcision” pp. 177-186

**October 7th**

-- The group project proposal is due no later than October 7th in the discussion sections.

**Week Eight: October 10th – October 14th**

Ch 9 Food: Getting it, Growing It, Eating It, and Passing it Around


**Week Nine: October 17th – October 21st**

Ch 10 The Nature of the Group: Arranging our families & Organization our People

**Week Ten: October 26th – Exam 2 and Group Work**

Ch 11 Communication: Sharing What We Need to Know


**Week Eleven: October 31st – November 4th**

Ch. 12 Maintenance of Order: Making the Worldview Real

Ch. 13 Culture Change: Theories and Processes

Week Twelve: November 7th - November 11th
Ch. 14 The Evolution of our Behavior: Putting it All Together
Nov. 11th Veteran's Day

Week Thirteen: 14th Group Project due November 16th
Ch. 15 Anthropology in Today's World
Bawaya, Michael (2010) “Maya Archaeologists Turn to the Living to Help Save the Dead” pp.21-22

Week Fourteenth: November 21st – November 25th
GROUP PROJECTS

Week Fifteenth: November 28th – December 2nd
GROUP PROJECTS

Week Sixteen: December 5th – December 9th
FINAL EXAM - Wednesday, December 7, 3:00-5:00 in the classroom

Plagiarism Tutorial
As a student enrolled in this course, you are required to successfully complete an online tutorial on plagiarism offered by the Center for 21st Century Teaching Excellence. The tutorial can be found at the following website: http://www.cte.usf.edu/plagiarism/plag.html. You will need FlashPlayer to complete the tutorial. If you do not have FlashPlayer on your computer, it can be downloaded for free by clicking on the appropriate link at the following website <<http://www.cte.usf.edu/plagiarism/plagindex.html>> or you can use a university computer that already has it. You must complete this tutorial and provide your instructor with a certificate of completion with a score of 100% in order to take this course for a grade. Take the tutorial as many times as necessary in order to earn 100%.
**Goals:** Your main goal with this project is to conduct research on an anthropological question that you find interesting and to present your research in a poster format. The primary goal of your research is to discover patterns or similarities/differences among three sets of data, which will help you to answer your question. Through this project you will learn how to conduct anthropological research and how just about anything that you are interested in has an anthropological aspect to it.

**Research Objectives:**
1) define a research question (What am I interested in learning more about and why do I want to learn more about it?)
2) select an appropriate methodology (What is the best way to learn more about that question?)
3) select three appropriate data sets (What specific information do I need, or want to study, in order to learn more about the research question?) *
4) conduct library research to obtain scholarly information on each data set (What information will support/supplement my study?)
5) study/analyze each data set independently (What have I learned about each data set?)
6) compare the data sets (Are there any patterns or similarities/differences that I see in all three data sets?)**
7) interpret the results of the comparison (What do I think the patterns or similarities/differences mean with regards to my original research question?)

**Data can come from anywhere and include any kind of media, for example, popular magazines, journal articles, TV programs or commercials, movies, internet sites, life histories, ethnographies, etc. Information for each data set should be supported by (at least) one scholarly bibliographic source.**

**It is important that you don’t get discouraged if you don’t find any patterns or similarities among your data sets. Differences and lack of patterns can be just as important for understanding a particular research question.**
ANT 2000 Introduction to Anthropology

POSTER EVALUATION FORM

Dr. Davis-Salazar (Fall 2009)

Group #_______   Section #_______   T.A._____________________________________
Group Members: _________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
Poster Title:______________________________________________________________________________
______________________________________________________________________________

NOTE: Copies of text portions, including bibliography, must be turned in to the instructor.

(above portion to be filled out by group prior to poster exhibit; please type or print clearly)

(partition below to be filled out by the instructor)

Respond to the following questions by assigning 1 point for yes or 0 points for no.

Coverage
_______ Is (at least) one visual present for each data set?
_______ Have (at least) six sources (two for each data set) been consulted and cited in the bibliography?
_______ Has proper citation style been used in the bibliography?

On a scale of 0 to 2 (2 is highest), evaluate the poster based on the following criteria:

Clarity
_______ How clear is the sequence of information?

Creativity
_______ How creative are the visuals?

Complete the rubrics on the following two pages and enter scores below.

Content (from pg. 2)
_______ (out of 35 possible)

Human and Cultural Diversity (from pg. 3)
_______ (out of 8 possible)

_______ TOTAL POINTS (out of 50 possible)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unacceptable</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>5 Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (including thesis statement)</td>
<td>introduction present but no essential points addressed</td>
<td>states what is being investigated and how</td>
<td>states what is being investigated, how, and explains why it is an important issue</td>
<td>states what is being investigated, how, and explains why it is an important issue</td>
<td>states what is being investigated, how, why, and provides background information/places study within a broader context</td>
<td></td>
</tr>
<tr>
<td><strong>Methods</strong> (search strategy)</td>
<td>methods section present but no important points addressed</td>
<td>states approach used (e.g., holistic, temporal, cross-cultural)</td>
<td>states approach used and the three data sets selected</td>
<td>states approach used and the three data sets and explains why either the approach OR data were used</td>
<td>states approach used and the three data sets and explains why both the approach AND data were used</td>
<td></td>
</tr>
<tr>
<td><strong>Data Set #1</strong></td>
<td>data section #1 present but no important points addressed</td>
<td>describes the sources of data</td>
<td>describes sources used and what was found but lacks evidence and/or coherence (not a data set)</td>
<td>describes sources used and what was found, and connects information to broader social/cultural context</td>
<td>describes sources used and what was found, and connects information to broader social/cultural context</td>
<td></td>
</tr>
<tr>
<td><strong>Data Set #2</strong></td>
<td>data section #2 present but no important points addressed</td>
<td>describes the sources of data</td>
<td>describes sources used and what was found but lacks evidence and/or coherence (not a data set)</td>
<td>describes sources used and clearly and maintains coherence</td>
<td>describes sources used and what was found, and connects information to broader social/cultural context</td>
<td></td>
</tr>
<tr>
<td><strong>Data Set #3</strong></td>
<td>data section #3 present but no important points addressed</td>
<td>describes the sources of data</td>
<td>describes sources used and what was found but lacks evidence and/or coherence (not a data set)</td>
<td>describes sources used and clearly and maintains coherence</td>
<td>describes sources used and what was found, and connects information to broader social/cultural context</td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong> (analyze info)</td>
<td>results section present but no important points addressed</td>
<td>sumamrizes the three data sets but does not compare them</td>
<td>sumamrizes the three data sets and attempts comparison but basis for comparison not clear or not comparable</td>
<td>summarizes and compares the three data sets but only similarities or differences explained but not both</td>
<td>summarizes and compares the three data sets and explains both similarities and differences</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion/Conclusion</strong> (cross-reference &amp; answer the question)</td>
<td>discussion/conclusion section present but no important points addressed</td>
<td>explains what the similarities/differences discovered may mean OR answers the essential question, but not both</td>
<td>explains what the similarities/differences discovered may mean and answers the essential question, but does not connect answer to the results of the study</td>
<td>explains what the similarities/differences discovered may mean and uses the study as support for the answer to the essential question</td>
<td>explains what the similarities/differences discovered may mean, uses the study as support for the answer to the essential question, AND either addresses things that don't fit the pattern OR connects to background info</td>
<td>p. 2</td>
</tr>
</tbody>
</table>
# Human and Cultural Diversity Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unacceptable</th>
<th>2 Developing</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands that different human groups/cultures see, interpret, and experience the world differently</td>
<td>does not identify different human groups'/cultures' perspectives and/or experiences</td>
<td>identifies different human groups'/cultures' perspectives and/or experiences, but does not describe them or does not describe them appropriately</td>
<td>identifies different human groups'/cultures' perspectives and/or experiences, and describes them appropriately</td>
<td>identifies different human groups'/cultures' perspectives and/or experiences, describes them appropriately, and attributes these differences to factors such as culture, religion, class, gender, history, etc.</td>
<td></td>
</tr>
<tr>
<td>Understands the broader social/cultural/historical contexts of different human groups'/cultures' perspectives and/or experiences</td>
<td>does not identify traditions, beliefs, and/or values of human group(s)/culture(s)</td>
<td>identifies traditions, beliefs, and/or values of human group(s)/culture(s), but does not relate these to group perspectives and/or experiences or does not relate them appropriately</td>
<td>identifies traditions, beliefs, and/or values of human group(s)/culture(s), and relates these to group perspectives and/or experiences appropriately</td>
<td>identifies traditions, beliefs, and/or values of human group(s)/culture(s), relates these to group perspectives and/or experiences appropriately, and explains how and/or why these are related</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal

Section # ____________  
T.A. ________________  
Group # _____________  
Group Member ___________________________ U ID# ___________________________  
Group Member ___________________________ U ID# ___________________________  
Group Member ___________________________ U ID# ___________________________  
Group Member ___________________________ U ID# ___________________________  
Group Member ___________________________ U ID# ___________________________  

p. 3
Week 4 Lesson plan: Plagiarism and citing sources

Goals: Students will understand what activities constitute plagiarism and will learn how to avoid it in their own work.

Objectives:
1. Students will be able to detect plagiarism.
2. Students will learn when to use in-text citations.
3. Students will be able to summarize a book chapter without plagiarizing.

Materials:
1. Youtube clip (www.dailymotion.com/video/x7rcma_did-coldplay-really-copy-joe-satria_music)
2. PowerPoint
3. Plagiarism exercise worksheet
4. AAA style summary (put on Blackboard)

Outline:
1. Hook (5 minutes)
   a. Play clip of Coldplay and Santana (1 min, 50 seconds)
   b. Discuss ownership issues, copyright, attributing work to author, intellectual property rights, etc. Suggest that academic ideas are similar to musical ideas---they can inspire someone else but that person needs to be credited.
2. Class activity (25 minutes)
   a. Pass out worksheet. Ask students to review top paragraph, then read second paragraph.
   b. Have students underline the plagiarized portions of the second paragraph
   c. Show Power Point to review with students what plagiarism is—both direct quotes without citations (slide 3) and poor paraphrasing (slide 4)
   d. Ask students to review third paragraph and compare to first two paragraphs. What is different? (slide 5) [here is where we should not forget to emphasize the difference between copying the details and presenting the general idea (and giving credit for it!), since the good example is so much shorter than the bad one.]
   e. Show students the proper citation style (slide 5)
3. Group activity (15 minutes)
   a. Tell students to get into groups and summarize chapter 6 individually.
   b. Once they are finished, ask them to share their summaries with their group members. The group should collectively decide on the best summary and write their reasons for selecting it on the individual’s paper.
4. Conclusion (5 minutes)
   a. Ask students for the reasons they selected certain passages. Tie citations, paraphrasing and bibliographies into the research process/scholarly source discussion from last week.
   b. Tell students where to find the AAA style guide (post it under Course Documents) and remind them that they will need to use it in their poster projects.
Typically, most sects and subcultures are forced to change their social structure as the population expands. With the coming of industrialization and Western influence, many aboriginal bands of people in North America fled or disintegrated because they were unwilling to adapt their economy to the requirements of agriculture and a sedentary life. The Hutterites have not only fully accepted mechanized agriculture, but have adapted to a high rate of population increase by their institution of branching, which allows new units of the society to develop. The most significant social unit, the colony, is firmly controlled in size and location in a manner that prevents urbanism and merchandising. Each colony is a primary social unit consisting of several nuclear families in a face-to-face group.

Below is an example of plagiarism. Underline the parts that are plagiarized.

Many sects and subcultures are forced to change their social structure when population expands. Many people in North America fled or disintegrated because they were unwilling to adjust to industrialization or Western influence. Hutterites have adapted to fast population growth by the institution of branching, which allows new colonies to exist. Also, they have fully accepted mechanized agriculture. Colonies are the most significant social unit and each is firmly controlled in size as well as location. This prevents urbanism and merchandising. All colonies are primary social units consisting of nuclear families in a face-to-face group.

Example of Proper Paraphrasing:

Huntington and Hostetler discuss how cultures change as their population expands. While many cultures struggle when they interact with “industrialization and Western influence” (2002:120), the Hutterites have dealt with the problem by incorporating new farming techniques and using their traditional family and colony structure to resist urbanization and the merchandising associated with industrial capitalism (Huntington and Hostetler 2002:120)
Summary of Chapter 6: Write an example of how you would summarize chapter 6 of Huntington and Hostetler (2002) in this week’s readings in a class paper without plagiarizing.

As a group, select the best summary from your group. On the paper with the best example, write your reason(s) below. When turning in the assignment, be sure to place the best example at the top of your group’s pile.
“We like this summary best because...”
Lesson Plan, Week 10: Analyzing Data and Race

Goals
Students will understand how to analyze information from datasets to find patterns and evidence for their research question.

Objectives
1. Students will analyze data sets to find patterns.

Materials
Datasets
Data analysis worksheet
PowerPoint

Outline
1. Data analysis (25 minutes)
   a. Provide students with the essential and foundation questions (Should minorities have control over how their group is represented in the media? What is considered offensive today? What was considered offensive then? What is a minority? What forms of media are we discussing? Why would media representation be important?).
   b. Explain that the approach will be temporal and that they will look at data from 3 different time periods in the US
   c. Present each group with their data set and have them analyze it as a group.

2. Large group discussion (15 min)
   a. Reconvene as a class to discuss the differences/similarities/patterns between the datasets (each group will have a different year grouping, so they can each present their timeframe to the class).
   b. Discuss the data they found to support or reject their ideas about race and media.
   c. Discuss the implications of these images

3. Wrap Up (10 minutes)
   a. Remind them no discussion section next week
   b. Talk about homework due the following week (more complete version of data found)
   c. If time, this is interesting and related to the topic of this week- Mascot Debate

http://www.youtube.com/watch?v=RVo0fuspW3M
Analyze Data Worksheet

Group #: Name: ____________________
Names: ____________________
__________________________
__________________________
__________________________

1. Describe your dataset.

2. What are you seeing?

3. Are there any connections you can make within your dataset?

4. Is the information you’re getting useful? Why or why not?

5. Will it help you to answer your questions?
1840s to 1900
1861: Indian and Dog Survey Majesty of Franklin Valley From Mountain Top
1900s to 1930

Pocahontas painting
Tobacco company trading card (1910)

The End of the Trail sculpture
Plains Indians
Cleveland Indians mascot

(Jim Thorpe, 1932)
A white man and an Indian Princess! They dared a nation's vengeance and the red man's savagery... to live the greatest love story of them all!

AMERICA'S FIRST GREAT ADVENTURE SAGA!

Captain JOHN SMITH and POCAHONTAS

Dexter-Lawrance
Indian Costumes, 1949
The Lone Ranger television show (1949–1957)
1960s-1980

“squaw doll”

(Dartmouth football program)
1970s Keep America Beautiful Campaign

Milwaukee Braves Logo (1960s)
Members of the American Indian Movement (1970s)
1980s to present

Washington Redskins
Adam Beach and Evan Adams in "Smoke Signals."
2002

Jessica Biel as Pocahontas (Annie Leibovitz)
Seminole Hard Rock Casino, Tampa