ANT 2000 Introduction to Anthropology

Online Section

- Syllabus
- Grading Rubric for Weekly Annotations
Course Description
This course provides a holistic and comparative study of the human condition through a survey of the four subfields of anthropology: biological anthropology, archaeology, anthropological linguistics, and cultural anthropology.

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 Objectives
• To understand the roles and interplay of biology, language and culture in shaping human behavior in the past and in the present.
• To understand the holistic, interdisciplinary nature of anthropology, which encompasses biological anthropology, cultural anthropology, archaeology, and linguistic anthropology.
• To understand the relevance of anthropology for solving contemporary social problems.
• To 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.
• Seek solutions to contemporary social problems by applying anthropological data.

Readings
Required:

Robert H. Lavenda and Emily A. Schultz

Additional required readings are available in the Blackboard folder for the week they are assigned.
Optional:

Philip C. Salzman and Patricia C. Rice

Some students desire extra assistance or readings to help them succeed in this course. I suggest that those students purchase a copy of Thinking Anthropologically: A Practical Guide for Students. The text can be purchased used very cheaply on sites such as Amazon.com—often for under a dollar. This textbook has chapters such as how to take anthropology tests, understanding evolution and anthropological ethics.

Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (x3)</td>
<td>450 points (150 points each)</td>
</tr>
<tr>
<td>Weekly Article Annotations</td>
<td>225 points (15 weeks x 15 points each week)</td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>300 points (15 weeks x 20 points each week)</td>
</tr>
<tr>
<td>Blackboard Orientation Quiz</td>
<td>25 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
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Exams and Blackboard Orientation Quiz

There will be three exams, each one covering about a third of the course. While the exams are not cumulative per se, course material builds off previous weeks’ material and therefore you will need to know concepts from throughout the course on the exams as we progress. All exams will consist of true/false, maps and multiple-choice questions. Exams will cover readings, lectures, class discussions and videos.

All exams in this course will be administered online through Blackboard. Exams will be available starting at 1:00am on the Monday before the exam is due. You will have until 11:00pm on the following Sunday to complete the exam. Blackboard will not let you start and stop the exam. ONCE YOU BEGIN TAKING AN EXAM YOU MUST FINISH. You will have 90 minutes to complete the exam from the moment you start. There will be no make-up exams. I encourage you to take the exam as soon as possible in case you experience problems. There will also be a short Blackboard Orientation Quiz to ensure that everyone can access Blackboard and understands how to take the exams.

Weekly Article Annotations

In order to facilitate meaningful discussions, each student will write article summaries known as an annotated bibliography. These summaries are different from an abstract in that they not only summarize the content of the article, but they also include the reader’s thoughts about the work—specifically they include the reader’s opinion of the logic of the author and a critique of methods, analysis and conclusion. This is not an invitation for you to say whether or not you liked the article, but rather to think critically about it. Each week you will complete annotations for every article that we read. (You do not have to complete annotations for the Lavinda and Schultz chapters.)

You will type your annotations directly into Blackboard. They should be between 100-200 words. Each week’s submission portal will be open from 1:00am on the first day of the week until 11pm on the last day of the week in which they are due. Late annotations will not be accepted.

Weekly Discussion Board

Every student will engage in discussions related to course material. Each week, there will be discussion prompts provided on Blackboard worth 20 points. There are two ways to earn these points:
First, you should respond to one of the prompts (or a subsequent post from the instructor or TA) with a 100-200 word response that meaningfully adds to the discussion. Your post should utilize information provided in the course (such as readings or films) but can also include your own outside research. Some of the discussion prompts may ask you to do some independent research on your own and then post your findings. (1 original post worth 10 pts each)

Second, you should respond to one of your fellow students with a reply to their original post or response. These replies should also be between 100-200 words and add meaningfully to the discussion. It is not enough to respond and say “I agree” or “me too.” Instead, your comments should help move the discussion forward by offering a new insight or taking the discussion to a new level. (1 response worth 10 pts each)

Weekly Discussion Boards are available starting at 1:00am on the Monday of each week. You will have until 11:00pm on the following Sunday to complete your posts and replies. Due to their participatory nature, discussion boards CANNOT BE MADE UP if the student misses them. I advise you to take advantage of extra credit opportunities if you wish to make up these points.

**Grading System**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>100%</td>
<td>A+</td>
<td>74-77%</td>
<td>C</td>
</tr>
<tr>
<td>94-100%</td>
<td>A</td>
<td>70-74%</td>
<td>C-</td>
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<tr>
<td>90-94%</td>
<td>A-</td>
<td>67-70%</td>
<td>D+</td>
</tr>
<tr>
<td>87-90%</td>
<td>B+</td>
<td>64-67%</td>
<td>D</td>
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<tr>
<td>84-87%</td>
<td>B</td>
<td>60-64%</td>
<td>D-</td>
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<tr>
<td>80-84%</td>
<td>B-</td>
<td>below 60%</td>
<td>F</td>
</tr>
<tr>
<td>77-80%</td>
<td>C+</td>
<td></td>
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***A range of 90% to 94% includes all percentages from 90% up to, but not including, 94%. This grading system will not be changed. Do NOT ask the instructor to “bump” your grade up.

**Seeking Help**

There are several different ways of receiving help in this course:

- **If you have a general question** about the course such as a due date or a reading not opening, DO NOT EMAIL THE INSTRUCTOR FIRST. Instead, try following these steps to see if you can answer the question yourself:
  - Read the syllabus. A lot of your answers can be found there.
  - Check the Frequently Asked Questions (FAQ) discussion board. Someone else may have already asked your question.
  - No answer there? Then post your question to the board to get an answer.
  - Still no answer, then try emailing your TA.
  - If your TA is unable to answer your question, then email the instructor.

- **If you have a personal question** about your grades on annotations or the discussion board, please contact your TA first. If you have a personal question about your grade on an exam or extra credit, or about a disability accommodation please contact the instructor first.

- **If you have a technical question** about something related to your computer, please contact the USF IT Help Desk at [http://it.usf.edu/help](http://it.usf.edu/help).

- You can also speak to the TA during office hours or make an appointment to speak with the instructor. Your TA can also offer assistance in reviewing for exams during office hours.
Course Policies

S/U Grading  This course may not be taken for S/U credit.

Incompletes  Incomplete grades (I) will be granted only if the student negotiates a contract with the instructor to complete the missing work BEFORE the last day of class. Incompletes will not be granted should the student fail to negotiate such before this date. Incompletes are to be used only when the student has completed the majority of the coursework and is only missing a small amount due to unforeseen life situations. Incompletes will be offered at the sole discretion of the instructor and work MUST be completed before the first day of class of the following semester.

Assignment Instructions  All assignments will be submitted online via Blackboard.

Late Work  In this online course, each “week” begins at 1:00am on the first day of the week (Monday) until 11pm on the last day of the week (Sunday) in which they are due. All work is to be turned in the week that it is due before 11:00pm on the Sunday that ends that particular week. Late work will not be accepted. Once Blackboard closes the opportunity to submit your work, that opportunity is gone. Missing work cannot be made up except in the case of a documented medical emergency.

Extra Credit  Select extra credit opportunities will be announced and instructions posted on Blackboard. Follow the instructions on Blackboard for completing these opportunities. Each will be worth 10 points.

Academic Dishonesty  Cheating and plagiarism are very serious occurrences and are absolutely not tolerated. It is your responsibility to read and understand the university’s policy on academic dishonesty (http://www.ugs.usf.edu/catalogs/0203/adadap.htm). By enrolling in this course, you agree to follow university policy on this matter. In addition, the university subscribes to an automated plagiarism detection service. I reserve the right to request that student’s submit work electronically through this service.

Disability Policy  Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The student must submit a current Memorandum of Accommodations from the Office of Student Disability Services that is required for receiving accommodations. Please inform the instructor if there is a need for an alternate format for exams or a note taker. Please contact the Office of Student Disability Services at (813) 974-4309 in SVC1133 to coordinate accommodations for students with disabilities.

Religious Observance  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.

Lecture Notes & Recordings  It is your responsibility to take notes during class. If you miss a class or your notes are deficient for whatever reason, ask to copy a classmate’s notes and make an appointment to meet with the instructor to go over missed material. This is your responsibility. Lecture notes or recordings cannot be sold as per university policy.
## Contacting the Instructor and TAs
Email is the best way to get a hold of us. Please be professional in your email. You should use proper forms of address (such as “Mr. Miller” vs. “Hey”) and proper spelling & grammar (“When will you post the quiz 2 grade?” vs. “when r u p0stn gradz?!1!”). Be sure to identify yourself and tell us what course you are in. If we do not know who you are, we will not be able to answer your question effectively. Please be sure to follow the instructions above for seeking help.

## Respect
It is expected that students will be attentive and respectful of their fellow students and of their instructor. This is especially true in an online classroom. Please follow appropriate “netiquette.” Consult the “Netiquette” guidelines document in the “Start Here” folder on Blackboard for more information. “Flaming” or consistently posting rude, inappropriate or disparaging comments will be considered a form of academic disruption.

## Academic Disruption
Academic disruption is defined as “the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member:
1. directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or
2. presents a danger to the health, safety or well being of the faculty member or students” [http://www.ugs.usf.edu/catalogs/0607/adadap.htm].

If you are disruptive to the class, the instructor will follow academic policies on punishment for academic disruption. Punishment will “depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing, a grade of “F” will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University” [http://www.ugs.usf.edu/catalogs/0607/adadap.htm].

## Emergency Procedures
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, E-Illuminate, and email messaging and/or an alternate schedule. It is 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.

## Changes
The instructor reserves the right to make changes to the course schedule and content.
Tips for Doing Well in an Online Course

- **Decide if an online course is right for you.** Remember that being in an online course is not for everyone. Some people learn better inside the classroom than online. Online courses work best for students who are independent learners and don’t need the structure of a classroom each week. If you are the kind of student who needs more structure, who is not very adept at using their computer or who doesn’t have reliable internet access, you might think of taking the in person version of this course.

- **Make sure you have the time to take the course.** Be sure you set aside time each week to complete the course material. Just because there are no face-to-face class meetings, doesn’t mean that there is less time or energy involved in taking this course. In fact, many students comment that online courses take more time than face-to-face courses at the end of the semester.

- **Keep in touch.** Be sure you keep in touch with your instructor and TA. If you have a question, do not hesitate to post to the discussion board or ask one of us for help. Also, be sure to speak up if you are having trouble. Since I cannot see you, I cannot tell if you are having trouble unless you tell me.

- **Set a schedule.** Student in online courses sometimes put off completing work until the last minute and then run out of time or forget. Be sure to put readings, film and other due dates on your calendar so you do not forget.

- **Take notes.** Just because you are in an online course, doesn’t mean you shouldn’t be taking notes. Be sure to take notes as you watch the lectures and films. Be sure you have mastered the main topics covered in lectures and understand the reasons for watching films and their main points. These will all be likely exam questions.

- **Submit early.** Don’t wait until the last minute to post to a discussion board or you may find that everything has already been said. Posting and submitting assignments early means that you don’t miss a due date due to a computer glitch.

- **Check Blackboard regularly.** Be sure to check Blackboard regularly for announcements and other important messages.
### Course Calendar

**NOTE:** Each week begins at 1:00 am on Monday on the date listed and ends at 11:00 pm the following Sunday.  
**ALL** items for a particular week are due at this time. The only exception is finals week that ends on Friday at 05:00 pm.  
No late work is accepted.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Films to Watch</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>n/a</td>
<td>About this course</td>
<td>Syllabus</td>
<td></td>
<td>All topics in the “Start here” folder</td>
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| 1  | 01/09-01/15 | What is anthropology?                       | • Lavenda and Schultz (L&S)  
  Chapter 1 & Module 1  
  “Body Ritual Among the Nacirema”  
  Anthropology: Real People, Real Careers |                                                    | Blackboard Quiz Due  
  Week 1 Annotations  
  Week 1 Discussion Board Posts |
| 2  | 01/16-01/22 | Why is evolution important to anthropologists? | • L&S Chpt 2  
  “What is a Species?”  
  Great Scientist: Charles Darwin |                                                    | Week 2 Annotations  
  Week 2 Discussion Board Posts |
| 3  | 01/23-01/29 | What can evolutionary theory tell us about human variation? | • L&S Chpt 3  
  “The AAA Official Statement on Race”  
  “Science and Race”  
  Race: The Power of an Illusion, Episode 1 |                                                    | Week 3 Annotations  
  Week 3 Discussion Board Posts |
| 4  | 01/30-02/05 | What can the study of primates tell us about human beings? | • L&S Chpt 4  
  “Can Apes Learn Language?”  
  “The Culture of Chimpanzees”  
  The Last Great Ape |                                                    | Week 4 Annotations  
  Week 4 Discussion Board Posts |
| 5  | 02/06-02/12 | What can the fossil record tell us about human origins? | • L&S Chpt 5 & Module 2  
  “Great Mysteries… Evolution”  
  Walking With Cavemen |                                                    | Week 5 Annotations  
  Week 5 Discussion Board Posts  
  Exam 1 Due |
|    |             |                                             |                                                                              |                                                    |                                          |
|    |             |                                             |                                                                              |                                                    |                                          |
| 6  | 02/13-02/19 | How do we know about the human past?        | • L&S Chpt 6  
  “Who Were the First Americans?”  
  Cracking the Maya Code |                                                    | Week 6 Annotations  
  Week 6 Discussion Board Posts |
| 7  | 02/20-02/26 | Why did humans settle down, build cities and establish states? | • L&S Chpt 7  
  “The Worst Mistake in the History of the Human Race”  
  Guns, Germs and Steel, Episode 1 |                                                    | Week 7 Annotations  
  Week 7 Discussion Board Posts |
| 8  | 02/27-03/04 | How does the concept of culture help us understand living human societies? | • L&S Chpt 8 & Module 3  
  “Chinese Table Manners”  
  “How Manga Conquered America”  
  The Japanese Version |                                                    | Week 8 Annotations  
  Week 8 Discussion Board Posts |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Week Annotations</th>
<th>Discussion Board Posts</th>
</tr>
</thead>
</table>
| 9    | 03/05-03/11 | Why is understanding human language important?                        | - L&S Chpt 9 & Module 4  
- “The Gift of Gab”  
- “Why Gossip is Good For You”  
- The Linguists                | Week 9 Annotations               | Week 9 Discussion Board Posts |
|      |             | USF SPRING BREAK- No class or assignments due 03/12-03/18.           |                                                                          |                                |                        |
| 10   | 03/19-03/25 | How do we make meaning?                                               | - L&S Chpt 10  
- “Understanding Islam”  
- A Son’s Sacrifice             | Week 10 Annotations               | Week 10 Discussion Board Posts |
|      |             |                                                                      |                                                                          |                                |                        |
|      |             | **Note that this week ends on a Friday, not on Sunday.**             |                                                                          |                                |                        |
| Unit 3 |            |                                                                      |                                                                          |                                |                        |
| 11   | 03/26-04/01 | Why do anthropologists study economic relations?                      | - L&S Chpt 11  
- “Japanese Mothers & Obento”  
- “Why Can’t People Feed Themselves”  
- Food, Inc.                  | Week 11 Annotations               | Week 11 Discussion Board Posts |
| 12   | 04/02-04/08 | How do anthropologists study political relations?                     | - L&S Chpt 12  
- Death Without Weeping  
- Trinkets and Beads             | Week 12Annotations               | Week 12 Discussion Board Posts |
| 13   | 04/09-04/15 | Where do our relatives come from and why do they matter?              | - L&S Chpt 13  
- “Land of the Walking Marriage”  
- “Selection from ‘Paradise Lost’”  
- Paradise Bent: Boys Will be Girls in Samoa | Week 13 Annotations               | Week 13 Discussion Board Posts |
| 14   | 04/16-04/22 | What can anthropology tell us about social inequality?               | - L&S Chpt 14  
- “Sick of Poverty”  
- Race: The Power of an Illusion, Episode 3  
- Week 14 Annotations               | Week 14 Discussion Board Posts |
| 15   | 04/23-04/29 | What can anthropology tell us about globalization?                    | - L&S Chpt 15 & Module 4  
- “Cell Phones, Sharing and Social Status in an African Society”  
- “The Personal Consequences of Globalization”  
- Mardi Gras: Made in China       | Week 15 Annotations               | Week 15 Discussion Board Posts |

Finals Week: 04/30-05/04  **Exam 3 Due by 5:00 pm on May 04, 2012.**
**ANT 2000 | Annotations Grading Rubric**

Use this rubric to help you as you write your annotations. Look to the examples in the “Excellent” column to see what an “A” grade annotation would look like.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Annotation provides an in-depth summary of the article.</td>
<td>Annotation provides a good summary of the article.</td>
<td>Article summary is brief.</td>
<td>Summary is not present.</td>
</tr>
<tr>
<td><strong>Commentary on Significance</strong></td>
<td>Annotation clearly and explicitly states how the article is significant to answering the week's question</td>
<td>Annotation briefly states how the article is significant to answering the week’s question</td>
<td>Annotation weakly states how the article is significant to answering the week’s question</td>
<td>Annotation does not state how the article is significant to answering the week's question</td>
</tr>
<tr>
<td><strong>Commentary on Methodology</strong></td>
<td>Annotation clearly and explicitly critiques the methodology of the article.</td>
<td>Annotation briefly critiques the methodology of the article.</td>
<td>Annotation weakly critiques the methodology of the article.</td>
<td>Annotation does not critique the methodology of the article.</td>
</tr>
<tr>
<td><strong>Commentary on Analysis and Conclusions</strong></td>
<td>Annotation clearly and explicitly critiques the analysis and conclusions.</td>
<td>Annotation briefly critiques the analysis and conclusions.</td>
<td>Annotation weakly critiques the analysis and conclusions.</td>
<td>Annotation does not critique the analysis and conclusions.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Annotation is free from all grammatical and spelling errors.</td>
<td>Annotation is mostly free from grammatical and spelling errors.</td>
<td>Annotation contains some grammatical and spelling errors.</td>
<td>Annotation contains several grammatical and spelling errors.</td>
</tr>
</tbody>
</table>