

**FAU Spring 2020 ANT 2000 Introduction to Anthropology 3 credits
(Satisfies Writing Across the Curriculum and IFP Foundations of Society and Human Behavior)**

Time and Location:

Instructor:

Office Hours:

Office Location/Phone:

Email:

Course Textbook: Kottak, Conrad. 2017. Anthropology: The Human Experience. McGraw-Hill.

Teaching Assistants: (Assistants' names, office hours and contact information).

Course Description:

Anthropology encompasses the study of the prehistoric, historic, and contemporary development of humans as both social and biological creatures. This broad topical and temporal framework for studying humankind typically leads to the division of anthropology into four fairly distinct fields: physical anthropology, archaeology, ethnology, and linguistic anthropology. In this course we will explore the roots of humanity in the fossil and archaeological record, and examine both the great diversity and the commonality amongst contemporary cultural groups.

Course Goals:

Knowledge. Introduction to Anthropology aims to provide you with a broad knowledge about: how humans have evolved, how humans have organized themselves, and how humans construct their physical and cultural worlds. You will learn about our prehistoric beginnings, our development of full-scale civilizations, and the global variations in life, family, belief systems, etc. that humans exhibit.

Skills. In the course you will be expected to demonstrate your ability to think critically and to express your thoughts both orally and in writing. Through responding critically, thoughtfully and repeatedly to readings, your oral expression and writing skills should improve during the course.

As part of the university's Intellectual Foundation Program's Society and Human Behavior section, this course has the following objectives:

- describe patterns of human behavior.
- describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
- apply anthropological methods and/or theories to the analysis of issues or problems.

Course Structure:

ANT 2000 is organized as a 2-hour lecture and 1-hour discussion section course, in which writing plays a pivotal role. The course satisfies the university's Writing Across the Curriculum and Gordon Rule requirements and is part of the Intellectual Foundations Program.

Writing assignments will be engaged in a number of formats:

1. in-lecture class responses to lecture material, including films (5-10 minutes during lecture)
2. in-discussion class writing reactions to specific topics (15 minutes during discussion class)
3. two out-of-class writing assignments, one of which is revised and resubmitted

Writing Across the Curriculum (WAC):

This course satisfies the university Gordon Rule requirement at the 2000-4000 level. You must achieve a C or better to receive credit. This course also meets the Writing Across the Curriculum criteria, which promotes developing writing skills among FAU students. The university's WAC Committee may select this course for assessment purposes. In that event, students will be responsible for submitting their written work to the WAC committee by the end of the semester.

Lecture format:

Lectures are based on the material covered in your textbook. However, they are enhanced by information from current scientific publications, and new discoveries or events.

Attendance and participation are highly encouraged. Students should always be prepared. Read, prior to every lecture, the specific chapters to be covered on a lecture day. During the lectures, general questions will be formulated for written response by the students and these will be turned in during class. They will be recorded for credit.

It is recommended that students attend all lectures since material covered is relatively new to the majority. Students should always be in class and stay for the entire duration of the lecture. If for any reason you need to leave the lecture room before the official ending time, please notify the instructor of your departure at the beginning of class.

Classroom policies:

Phones are not to be used during class time. Laptops can be used only for class purposes. These policies will be enforced. Students will be asked to leave the classroom and receive a zero for attendance if not in compliance.

Grading Scheme:**1. 60% Exams****2. 40% Writing****a. 30% Discussion section written work****b. 10% Lecture class written responses**

(The final grading scale will be calculated as a percentage (points earned/ total number of points X 100). The final grade will be based on the standard 90, 80, 70, etc. scale.

I. Exams: 60% of your overall course grade. There are four non-cumulative exams. Exams will be multiple choice and T/F answer. Typically, exams include 100 questions and they cover material from the text, lectures, discussion sections, and films. Exams must be completed on the day so designated unless students make arrangements with the Instructor in advance or notify the Instructor in case of emergency. All such excuses require supporting documentation.

II. Discussion Section Writing: 30% of your overall course grade. Discussion sections are required. The discussion section is designed to reinforce topics covered in lectures, to introduce current topics not broached in lecture, to focus attention on particular issues, and to allow for presentation of fossil and artifact material. Each of these components will call for your written reaction.

Two, out-of-class writing assignments are included in the discussion section grade, one of which will be revised and resubmitted. REFER TO THE DISCUSSION SECTION SYLLABUS (SEPARATE) FOR WEEKLY SCHEDULE

The discussion section score is based on the following elements:

Paper 1 (500 words)

The Basis for Evolution – What are the basic principles that underlie a scientific theory of biological evolution? Why is this theory, in particular, so hotly contested in the United States? Write a paper that lays out these principles and contextualizes the kinds of public discourse that typifies American reactions to evolution. 15%

Paper 2 (750 words)

Marriage and Family in Cross-Cultural Perspective – What do variations in marriage and family forms cross-culturally suggest to you about human relationships generally? Write your paper as an argument for what you consider the most important factors that determine marriage and family forms. 20%

Paper 2 Revision (1250 words). 20%

Weekly in-discussion class writing (250 words each)

– discussion of important topics in anthropology will be used as the basis for generating written in-class responses. 45%

III. Lecture Class Writing: 10% of your overall course grade. Attendance is required, as each class will feature a short, in-class writing assignment. A general question will be posted in class during each lecture. Students will be given 5-10 minutes to respond to the question in writing. All answers will be collected, marked as acceptable/unacceptable, and recorded.

Note: This syllabus schedule and format is subject to change as the need arises.

Date	Topic	Chapters
1	Anthropology	1
2	Genetics & Evolution; Primates	2, 3
3	Primate Behavior; Archeology & Paleoanthropology	4, 5
4	EXAM 1	
5	Macroevolution; First Biped	6, 7
6	Early Homo; Global Expansion of Homo Sapiens	8, 9
7	Neolithic Revolution; Cities and States	10, 11
8	EXAM 2	
	Spring Break	
9	Modern Human Diversity; Human Adaptations	12, 13
10	Culture; Ethnographic Research	14, 15
11	Language; Social Identity	16, 17
12	EXAM 3	
13	Patterns of Subsistence	18
14	Economic Systems; Sex, Marriage, & Family	19, 20
15	Kinship and Descent; Groupings	21, 22
16	EXAM 4 (10:30 a.m. - 1:00 p.m./same room)	

Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the

opportunity to make up work missed 3 without any reduction in the student’s final course grade as a direct result of such absence.

Disability policy statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Writing counts:

Lecture responses: 100 words X 12 responses	1200
Discussion section in-class writing: 250 words X 8 assignments	2000
Paper 1	500
Paper 2	750
Paper 2 Revision	1250
Total	5650

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

Discussion Section Syllabus: Introduction to Anthropology ANT 2000

Time and Location:

Instructor:

Office Hours:

Office Location:

Email:

The discussion section will cover topics addressed in lecture and allow for presentation of archaeological and fossil material. Nearly every class includes a 15-minute writing component, based on the readings and our in-class discussions. You should come prepared, having read the material assigned. Discussion will be guided by the instructor, and during the period, writing prompts will be developed collaboratively with students. The final 15 minutes will be devoted to writing in class, approximately 200 words.

Attendance for discussion section is mandatory. If you need to miss a class, please contact your instructor right away. You have one week from the missed class to make up the in-class assignment with AN APPROVED EXCUSE. If you do not make up the assignment during that time, you will receive a 0.

Please monitor both CANVAS and your FAU email. This is how announcements about the schedule and any changes will be communicated. You will receive weekly announcements about the topics covered in discussion and lecture.

Grade breakdown (the discussion section counts for 30% of the course grade)

Paper 1 (500 words): 15%

The Basis for Evolution – What are the basic principles that underlie a scientific theory of biological evolution? Why is this theory, in particular, so hotly contested in the United States? Write a paper that lays out these principles and contextualizes the kinds of public discourse that typifies American reactions to evolution.

Paper 2 (750 words): 20%

Finding Love and Sex in Cross-Cultural Perspective – What do variations in courting and family forms cross-culturally suggest to you about human relationships generally? Write your paper as an argument for what you consider the most important factors that determine finding love and a partner, using a cross-cultural approach. 20%

Paper 2 Revision (1250 words): 20%

Paper 2 must be expanded, revised and submitted

Weekly in-discussion class writing (250 words each) 45%

– discussion of important topics in anthropology will be used as the basis for generating prompts that are responded to during the final 15 minutes of discussion class.

Schedule and Assignments (please note that this syllabus is a guideline only and is subject to change.

Please monitor CANVAS for announcements of changes to syllabus)

Date

Topic

1

Introduction. Writing Strategies and Elements of Good Anthropological Writing

Homework: Voices for the Dead (pg. 10-11); Fighting HIV/AIDS in Africa (pg. 19-20); Ninety-Eight Percent Alike (pg. 40-41) and Why Red is Such a Potent Color (pg. 63).

2

Discussion of above readings. In-class writing, based on prompts developed during discussion. Writing discussion: writing and tone.

Homework: Reconciliation and its Cultural modification in Primates (pg. 83-84); Disturbing Behaviors of the Orangutan (pg. 86-87); Whispers from the Ice (pg. 103-105); Cultural Resource Management (pg. 108); Kennewick Man (pg. 115)

3

Discussion of readings. Paper 1 Due

Homework: Why “Ida” Inspires Naval-Gazing (pg. 135); Ankles of the Australopithecines (pg. 155-157); Evolution and Human Birth (pg. 165)

4

Discussion of readings. Writing discussion: writing and persuasion.

Homework: Sex, Gender and Female Paleoanthropologists (pg. 176); Humans As Prey (178-179); Paleolithic Paint Job (pg. 218-219)

5 **Discussion of readings. In-class writing, based on prompts developed during discussion.**

Homework: Breastfeeding, Fertility and Beliefs (pg. 243); History of Mortality and Physiological Stress (pg. 248-249); Perilous Pigs (pg. 274)

6 **Discussion of readings. In-class writing, based on prompts developed during discussion**

7 **Paper 2 Due. In-class peer review of papers.**

Homework: A Feckless Quest for the Basketball Ball Gene (pg. 286-287); Dancing Skeletons (pg. 310-311); Picturing Pesticides (pg. 319)

8 **Discussion of readings. Writing discussion: rethinking and revising.**

9 **No Class: Spring Break**

10 **Discussion of readings. In-class writing, based on prompts developed during discussion.**

Homework: Adult Human Stature and the Effects of Culture (pg. 334); The Importance of Trobriand Women (pg. 360-361); Pig Lovers and Pig Haters (pg. 365)

11 **Discussion of readings. Paper 2 Revision Due.**

Homework: Language and the Intellectual Abilities of Orangutans (pg. 371-372); The Blessed Curse (pg. 410-411); A Cross-Cultural Perspective on Psychosomatic Symptoms and Mental Health (pg. 417)

12 **Discussion of readings.**

Homework: Surviving in the Andes (pg. 425); Gardens of the Mekranoti Kayapo (pg. 437); Agricultural Development and the Anthropologist (pg. 439)

13 **Discussion of readings. In-class writing, based on prompts developed during discussion**

Homework: Cacao: The Love Bean in the Money Tree (pg. 467); Marriage Prohibitions in the United States (pg. 479); Arranging Marriage in India (pg. 485-486)

14 **Discussion of readings. In-class writing, based on prompts developed during discussion**

Homework: Maori Origins (pg. 502-503); Honor Killings in the Netherlands (pg.510-511); Jewish Eruv (pg. 531-532)

15 **Discussion of readings. In-class writing, based on prompts developed during discussion**

NO MORE DISCUSSION!!!!

Rubric For Papers One, Two and Paper 2 Revision

	Exceeds Expectations (8.5-10 points)	Meets Expectations (7.5-8 points)	Below Expectations (5.5-6 points)
Content			
Structure			
Mechanics			
Overall			

Elements of Content:

A clear rationale or argument is presented as the thesis/purpose
 Important concepts are used correctly
 Examples are used to illustrate concepts

Elements of Structure

The paper is logically developed or structured
 Clear introduction
 Clear and logical conclusion, based on the points addressed in the paper

Elements of Mechanics

Sentence structure
 Paragraph structure
 Spelling
 Grammar

Elements of Overall Quality

The content, structure, and mechanics combine to create a whole that is coherent
 The paper adds information (from you, from outside material) to the topic discussed and is not a restatement of the text material

Rubric for In Class Writing Assignments and Lecture Class: Short Responses

Acceptable (2 pts) – work is a coherent, thoughtful response to the prompt, relatively free of errors.

Unacceptable (1 pt) – work is not coherent, is laden with errors. (Note: an unacceptable written piece can be rewritten and resubmitted within a week for a new evaluation)