

## Parkland College

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Anthropology Courses

Teaching Materials

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# Anthropology 101: Introduction to Anthropology

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*Parkland College*

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**Introduction to Anthropology**  
**ANT 101 (online)**  
**Parkland College, Summer 2017**  
**<https://cobra.parkland.edu>**

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### **Course Description**

This course provides an introduction to anthropology, the study of *anthropos*—people. People function and interact in diverse and complex ways. This is why anthropology is *holistic*, meaning it combines the study of the social, biological, and cultural systems that comprise humanity. This is also why anthropology is *comparative*, meaning it considers the similarities and the differences between human cultures across the world. In the United States, anthropology is divided into four subfields that have specialized in these different aspects of human complexity: cultural anthropology, archaeology, physical anthropology, and linguistic anthropology. Anthropologists examine everything from our biological and evolutionary roots, to our forms of communication, to the diversity of past and present cultural systems. This course will teach you about these four fields, their unique methods, and how they are applied in today’s complex and rapidly changing world.

### **Objectives**

Students who take this course will:

- gain a better understanding of the range of human peoples and cultures in the present and in the past, all the way back to the origin of humans
- demonstrate their understanding of global issues, gender and sexual orientation, and multicultural perspectives
- become familiar with major concepts, questions, and debates within the four subfields of anthropology
- understand the methods anthropologists working in different subfields employ to study humans
- improve their critical reading and writing skills.

### **Grade Components**

This course will involve reading class material and going through the PowerPoint lecture slides provided online on Cobra. After reading and reviewing the lectures each week, you will demonstrate your understanding of the material by submitting weekly reading responses and participating in online discussions. I recommend that you complete the reading for the week before going through the lecture slides. You should take notes on both the lecture slides and the reading material. Have these notes with you as you complete the assignments for the week. Additionally, you will complete four class projects and will take two unit exams during summer term. The expectations for each of these course components are detailed below.

<b>Requirement</b>	<b>Frequency</b>	<b>% of Grade</b>
Reading Responses (x6)	Due every week (Wed @ 9pm)	<b>18%</b> (3% each)
Online Discussions (x6)	Due every week (Thur @ 9pm)	<b>18%</b> (3% each)
Subfield Projects (x4)	Given on weeks 1, 2, 4, and 5 (due Mon @ 9pm)	<b>40%</b> (10% each)
Unit Exams (x2)	Due weeks 3 and 6 (Fri @ 9pm)	<b>24%</b> (12% each)

*Reading Responses:* Each week, you will complete readings and/or watch films and will respond to prompts about these materials. Responses will either take the form of short narrative responses or directly responding to a series of questions. Through these responses, you will link aspects of the readings or film to the topic being covered that week in the lecture. I will post instructions for each reading response at the beginning of the week. Your reading responses **must be submitted each week by Wednesday by 9pm**. Therefore, you need to have read or watched all of the required material for the week by this time. Submissions made after this deadline will not be graded. **Reading responses will count for 18% of your total semester grade (6 weekly reading responses worth 3% each).** *Technical Note on Reading Responses:* Please ensure your response is converted into a Microsoft Word Document so I can read and grade it.

*Participation in Online Class Discussions:* Each week I will set up an online discussion forum on a specific topic. All students must participate in this discussion every week by EITHER starting a thread or responding to a thread started by another student. I will moderate these forums. Through these discussions, your goal is to develop informed opinions about course topics. **You must post on the discussion board each week by Thursday by 9pm.** Posts added past this deadline will not be graded. **Online discussion participation will count for 18% of your total semester grade (6 weekly discussion forums worth 3% each).**

*Project Assignments Related to the Four Subfields of Anthropology:* The course material on each subfield of Anthropology will involve a mini project. I will provide you detailed instructions for each project. Pay attention to the syllabus and the dates listed on the PowerPoint slides for the relevant schedule. These dates indicate when project instructions will be available on Cobra and also when they are due. The outlines of the four projects are given below.

- On Physical Anthropology*: I will ask you to compare and contrast a handful of hominin skeletal remains and examples of stone tools in terms of adaptation and selection—terms you will learn in class. Your discussion of these fossils is worth **10%** of your grade and will be due by **9 pm Monday June 26<sup>th</sup>**.
- On Archaeology*: You will research two historic sites in Champaign County to develop an understanding of preservation politics. You will describe these sites; these descriptions will be posted on a Story Map website. Your Story Map submissions are worth **10%** of your grade. The first draft is due **9pm on Monday, July 3<sup>rd</sup>** (5%). Revisions are due by **9 pm on Friday, July 7<sup>th</sup>** (5%). **Notice that, unlike the other projects, this project requires two separate submissions.**
- On Linguistic Anthropology*: You will watch an episode of a popular TV series and will trace the differences in gendered speech patterns used by the characters in the program. I will give you a worksheet; your response is worth **10%** of your grade and is due by **9pm on Monday July 17<sup>th</sup>**.
- On Cultural Anthropology*: You will write an ethnographic (this term will be discussed in class) description of an event you recently participated in or closely observed in a 2-4 page paper (double spaced). This assignment is worth **10%** of your grade and is due by **9pm on Monday, July 24<sup>th</sup>**.

All four assignments will be graded for clarity, grammar, description, and discussion, and will all receive feedback from the instructor. **The four projects will count towards 40% (=4 x 10%) of your total grade.**

*Exams*: The first unit exam must be completed by **Friday July 7<sup>th</sup> by 9pm** and is worth **12% of your grade**. It will comprise of identifying true vs false statements, answering multiple-choice, and responding to short answer questions. The second unit exam must be completed by **Friday, July 28<sup>th</sup> by 9pm** and is also worth **12% of your grade**. The second exam will largely concentrate on the later half of the course. It will assume the same format as the first unit exam.

#### **Policy on Late Work and Conflicts:**

Any assignment submitted within 24 hours after the deadline will incur a penalty of 25%. An assignment submitted within 48 hours after the deadline will incur a penalty of 50%. Assignments cannot be submitted after the 48 hours after the deadline. To receive full credit for late submissions, the student should obtain prior permission from the instructor or provide documentation on the relevant medical reasons and other emergencies. All approvals for late work will be subject to the discretion of the instructor.

### **General College Syllabus and Disabilities Statement:**

I expect academic honesty and civility, as defined in **Parkland's General College Syllabus**, at all times and throughout the course. This addendum also lists useful information on Parkland's student support services. You can find this document on Cobra, or at the following link:

[https://cobra.parkland.edu/shared/shared\\_content\\_files/General\\_College\\_Syllabus.html](https://cobra.parkland.edu/shared/shared_content_files/General_College_Syllabus.html)

If you believe you have a **disability**, for which you may need an academic accommodation (e.g., an alternate testing environment or the use of an assistive technology), please contact James Albrecht (Room: U-265, phone: 217-353-2588, email: [jalbrecht@parkland.edu](mailto:jalbrecht@parkland.edu))

### **Withdrawal information**

*Parkland requires instructors to withdraw students on the following dates:*

**Monday June 2nd: Census Day Roster** – If you have not attended, you will be withdrawn with a W grade. Online this means that you never contacted me via email, or logged onto the course site, or completed any of the assignments.

**Thursday, July 20th: Withdraw Deadline** – Last day to ***withdraw yourself*** and get a W grade. This must be done *in person* with Parkland Admissions. If you stop attending class and do not officially withdraw by the deadline, you will receive an F grade for the course.

### **Grading Scale**

This grading scale followed by Parkland will be used in this course:

90–100	A
80–89	B
70—79	C
60—69	D
59 and below	F

### **Required Texts**

The following text is required, and is available for purchase at the college bookstore. A copy is also available at the reserves in the Parkland College Library:

Lavenda, Robert and Emily Schultz. *Anthropology: What Does It Mean to Be Human? 3rd edition*. Oxford: Oxford University Press, 2015.

I will post other required readings for the course (that are not included in this text) on Cobra, within weekly folders as either PDFs or web links.

You can reach me by email (my information is on the cover page of this syllabus) with any questions on the course requirements or readings. Feel free to contact me anytime to ask questions about assignments, voice your opinion, or discuss Anthropology.

## Course Assignments and Reading Schedule

Start by viewing the 'Welcome' Video Posted in the Week One Folder under the content tab in Cobra. This will orient you to the organization and expectations of the course.

### WEEK 1: Introduction to Anthropology, the Culture Concept, and Human Origins

- **Power Point Lecture:** Go over the week's PowerPoint lecture in the Week One folder
- **Read/Watch:**
  - Chapter 1: What is Anthropology? (pp. 3–20) in *Anthropology: What Does It Mean to be Human?* (hereafter, *Lavenda*).
  - Lavenda, Module 1: Anthropology, Science, and Storytelling (pp. 21–29)
  - Lavenda, Ch. 8: Why is the Concept of Culture Important? (pp. 229–246).
  - Lavenda, Chapter 5: What Can the Fossil Record Tell Us about Human Origins? (pp. 119–161)
  - Watch one out of the five videos from the *Incredible Human Journey* series posted in the Week One folder.
- **Reading Response:** Read the instructions posted in the Week One folder and submit a response as a Word document on Cobra. This week's response asks you to draw an example from the *Incredible Human Journey* video you selected.
- **Discussion Forum:** Go to the Week One Forum (in the Week One folder under the Content tab, or by going to Discussions tab on your main course page). Post something about yourself and include why you joined the course. Be sure to mention what interests you in the field of Anthropology and whether or not you have ever taken any other Anthropology course in the past.
- **Project:** Begin Physical Anthropology Project (due next Monday—Instructions in Week One folder)

### WEEK 2: Physical Anthropology

- **Power Point Lecture:** Go over the week's PowerPoint lecture in the Week 2 folder
- **Read/Watch:**
  - Lavenda, Chapter 2: Why is Evolution Important to Anthropologists? (pp. 31–55)
  - Lavenda, Chapter 3: What Can Evolutionary Theory Tell Us about Human Variation? (pp. 59–84).
  - Lavenda, Chapter 4: What Can the Study of Primates Tell Us about Human Behavior? (pp. 97–117)
  - Watch a segment of *What Darwin Never Knew* (posted in the Week Two folder)
- **Reading Response:** Read the instructions in the Week Two folder and submit a response as a Word document on Cobra. This week's response focuses on the content of the *What Darwin Never Knew* video.
- **Discussion Forum:** Post a comment on the discussion forum on an example of the evolutionary process from this week's readings that really stuck with you.
- **Project:** Begin Archaeology Project (first draft is due next Monday, final draft is due next Friday—instructions are in Week Two folder)

### WEEK 3: Archaeology

- Power Point Lecture: Go over the week's PowerPoint lecture in the Week 3 folder
- Read/Watch:
  - Lavenda, Chapter 6: How Do We Know About the Human Past? (pp. 163–191).
  - Lavenda, Chapter 7: Why Did Humans Settle Down, Build Cities, and Establish States? (pp. 193–227).
  - Deetz, In Small Things Forgotten excerpt (in Week Three folder)
  - Wilkie, Strung Out on Archaeology excerpt (in Week Three folder)
  - Advisory Council on Historic Preservation Citizen's Guide (in Week Three folder)
  - Watch the Great Inca Rebellion (link in Week Three folder)
- Reading Response: Read the instructions posted in the Week Three folder and submit a response as a Word document on Cobra. This week's response asks you to discuss the role of archaeological work within prehistoric versus historic period contexts.
- Discussion Forum: Post a comment on the discussion forum about forms of evidence that might have led to different conclusions in the case of the *Great Inca Rebellion* film.
- Project: Archaeology Project rewrite is due Friday.
- Unit One Exam: located in Week Three folder. You will have from 7am to Midnight on Friday to complete the exam.

### WEEK 4: Linguistic Anthropology

- Power Point Lecture: Go over the week's PowerPoint lecture in the Week Four folder
- Read/Watch:
  - Lavenda, Ch. 9: Why is Understanding Human Language Important? (pp. 261–283)
  - O'Barr and Conley, "When a Juror Watches a Lawyer" (pp. 52–55), on Cobra website (in the Week Four folder). This article will prepare you for the Linguistic Anthropology Project.
  - Watch *Emojis, the Fastest Growing Form of Communication in the UK* video (in the Week Four folder)
  - Listen to *Emoji: The Future of Language?* Podcast (in the Week Four folder)
  - Read the "Emoji as a Language Debate" News Article
- Reading Response: Read the instructions posted in the Week Four folder and submit a response as a Word document on Cobra. This week's response asks you to define and invent examples of core terms employed in linguistic research.
- Discussion Forum: Post a comment on the discussion forum in which you defend your opinion on whether or not emojis are becoming a new form of language in Europe.
- Project: Begin the Linguistics Project (Due next Monday, instructions in Week Four folder)

## WEEK 5: Cultural Anthropology

- Power Point Lecture: Go over the week's PowerPoint lecture in the Week Five folder
- Read/Watch:
  - Lavenda, Module 3, "On Ethnographic Methods" (pp. 247–259).
  - Lavenda, Ch. 10: How Do We Make Meaning? (pp. 289–321).
  - Lavenda, Ch. 11: Why Do Anthropologists Study Economic Relations? (pp. 323–347).
  - Lavenda, Ch. 12: How do Anthropologists Study Political Relations? (pp. 349–371).
  - Lavenda, Ch. 13: Where do Our Relatives Come From and Why Do They Matter? (pp. 373–413).
  - Watch Kelli Swazey's talk on her research on death in Tana Toraja (in the Week Five folder)
- Reading Response: Read the instructions posted in the Week Five folder and submit a response as a Word document on Cobra. This week's response asks you to discuss themes of kinship, politics, economics, and religion in cultural anthropology.
- Discussion Forum: Post a comment on the discussion forum about Kelli Swazey's research on death in the Torajan culture. In your post, discuss the following: How does ethnography help us to better understand variation present within human societies? How does it help us to critically examine our own society?
- Project: Begin the Cultural Anthropology Project (which is due next Monday, instructions are in the Week Five folder)

## WEEK 6: The Role of Anthropological Questions in the Modern World

- Power Point Lecture: Go over the week's PowerPoint lecture in the Week Six folder
- Read/Watch:
  - Lavenda, Ch. 14: What Can Anthropology Tell Us about Social Inequality? (pp. 415–445).
  - Lavenda, Ch. 15: How Is Anthropology Applied in the Field of Medicine? (pp. 447–473).
  - Lavenda, Chapter 16: What Can Anthropology Tell Us about Globalization? (pp. 479–509).
  - Watch Nazia Kazi's Ted Talk on Islamophobia and Islamophilia in the United States
- Reading Response: Read the instructions posted in the Week Six folder and submit a response as a Word document on Cobra. This week's response asks you to consider how globalization impacts systems of production, medicine, or kinship.
- Discussion Forum: Post a comment on the discussion forum about Nazia Kazi's research on Muslim advocacy groups in America. As you think about her talk, consider how anthropologists might present their conclusions to the public in useful ways.
- Unit Two Exam: Located in Week Six folder. You will have from 7am on Thursday until Midnight on Friday to complete the exam. ***Please note this exam date carefully. I need to submit your Final grades to Parkland shortly after. Due to time limitations, I cannot grant extensions on missed exams.***

*This syllabus is subject to change during the semester based on our progress and may be modified by the instructor. I will notify you of any changes both on the course's Cobra website and through email.*