

## Parkland College

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Anthropology Courses

Social Sciences and Human Services Courses

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# Anthropology 101: Introduction to Anthropology Syllabus Spring 2018

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**Introduction to Anthropology  
ANT 101.001**

***Parkland College, Spring 2018***  
**Monday, Wednesday, and Friday, 9:00-9:50am, D151**  
**<https://cobra.parkland.edu/>**

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**Office:** D-165

**Office Hours:** Mondays and Wednesdays 11am–1pm, Thursdays 11am–12pm,  
and by appointment

### **Course Description**

This course provides an introduction to anthropology, the study of human beings across the globe today and as they existed deep into the far reaches of the past. Humans are complex beings, both biologically and culturally. This is why anthropology is *holistic*—which means it studies all aspects of the bio-cultural systems that comprise humanity—and *comparative*, meaning anthropology looks at human cultures across the world side by side. In order to understand ourselves, anthropologists join many disparate methods and tools to explain how humans interact with each other and how they function. Anthropologists examine our biological and *evolutionary* roots and explore the developments of culture from both prehistoric and historical periods. They also probe the unique human ability to develop culture through communication. 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. In this course you will learn about these four fields, their unique methods, and how they are applied to solve global issues 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 that exist today and that existed in the past, all the way back to humankind's origins.
- Understand the similarities and differences between modern and past peoples in terms of their beliefs, religions, customs, languages, marriage practices, family structures, and artistic expression, among other topics.
- Understand global issues and how ethical core values affect these issues at the personal and social levels.
- Become familiar with major concepts in the four subfields of anthropology.
- Understand the variety of methods and techniques anthropologists employ to study humans, including learning how the ethnographic method and archaeological, linguistic, and biological methods are applied to research.
- Improve their critical reading and writing skills.

### **Grade Components**

**Attendance and Class Participation:** This course will combine lectures with class discussion and in-class activities. Given this format, I would encourage all of you to attend all lectures/activities and

*be on time for class.* You should come prepared to each class having read the assigned material *in advance* and ready to discuss your thoughts on the topic at hand. I will regularly keep an attendance sheet and, **about once a week, we will hold in-class activities that will summarize the materials learned for that week's topic in order to help you develop a good grasp of the main course concepts. Activities 8-10 will focus on global issues and anthropology.** **Attendance and participation in discussions and in the semester's 10 Class Activities will count for 20% of your total semester grade (1.5% x 10 activities + 5% for discussion participation over the term).**

*Four fields Research Assignments:* This course is divided into the four subfields of anthropology and, as such, we will end each section with a mini-research project. The purpose of these assignments is to help you think about and reinforce the main points we have covered in both the assigned readings and in class lectures. Detailed expectations, instructions, and preparation for each assignment will be given in class. The breakdown of these assignments is as follows:

- *Physical Anthropology Assignment:* I will set up a Physical Anthropology lab with Parkland's collection of hominin skull casts and stone tools in which you will compare and contrast a number of these hominin remains and artifacts. Your notes and lab worksheet will be the basis for a short report (2-4 pp., double spaced) discussing these fossils in view of what we learned in class about adaptation and selection. This lab report will be worth **10%** of your grade and is due on Wednesday, **February 21**, in the provided Dropbox in Cobra.
- *Archaeology Assignment:* You will go on a garbage observation expedition around Parkland as part of a group, and will compare these results with your individual trash disposal log. The purpose of this assignment is for you to predict what archaeologists would be able to discern about our society in the future from the refuse we left behind. Your data worksheets and your write-up discussing this data (2-3 pp., double spaced) are worth **10%** of your grade, and are due on Friday, **March 2**, in the provided Dropbox in Cobra.
- *Linguistic Anthropology Assignment:* You will examine a popular TV series or sitcom episode of your choice and trace the gender speech contrasts in the program. Your individual observations and work sheet will be discussed in a group activity. Your write-up (2-3 pp., double spaced) is worth **10%** of your grade and is due on Friday, **March 16**, in the provided Dropbox in Cobra.
- *Cultural Anthropology Assignment:* You will write a 2-4 page paper (double spaced) in which you will provide an ethnographic description of an event you recently participated in and observed closely. This assignment is a fun exercise to familiarize you with ethnography as both genre and method. Worth **10%** of your grade, due Friday, **April 27**, in the provided Dropbox in Cobra.

All four assignments will be graded for clarity and grammar, description, and discussion. We will prepare for each of these projects in class a week or two ahead of when they are due. Please verify these dates on the class schedule as you will not be able to do the assignments without attending these prep sessions. **The four field research assignments will count for 40% of your total semester grade (4 x 10%).**

*Exams and Quizzes:* Rather than having two long exams at the halfway and end points of the course, I have divided assessments into 5 online quizzes and an abbreviated Midterm and Final. The quizzes

will be given on the class Cobra platform approximately every two and a half weeks, are open book, and will consist of true/false and multiple choice questions. **The online quizzes will be worth 20% of your semester grade (5 x 4%).** The Midterm and Final will ask for 4 short essay questions (about a paragraph each) and will be taken in class. The Final Exam will concentrate on the second half of the course material. **The Midterm and Final examinations will count for 20% of your total semester grade (10% each).**

**Policy on Late Work and Conflicts:** Please note that conflicts with exams or with other scheduled assignment deadlines in the course should be discussed with the instructor in advance. Students who miss exams or deadlines due to medical reasons or other emergencies will be asked to document the reasons. Make-up exams, extensions, or alternative course work may be assigned at the discretion of the instructor.

If you cannot document your absence or why you missed a deadline, my policy on late work is as follows: up to 24 hours late: -10% of total possible grade; up to 48 hours late: -25%, up to 72 hours late: -50%. No late work accepted four days after the assignment is due.

**General College Syllabus and Disabilities Statement:**

I expect academic honesty and civility, as defined by **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 have not yet registered with the Office of Disability Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or [disabilityservices@parkland.edu](mailto:disabilityservices@parkland.edu).

If you are a student that is already registered with the Office of Disability Services and you have questions or concerns, please contact § Kristen Stephens, Disability Services Coordinator (U263) at 217-353-2337 or [kstephens@parkland.edu](mailto:kstephens@parkland.edu) § Laura Wright, Disability Services Coordinator (U265) at 217-351-2588 or [lwright@parkland.edu](mailto:lwright@parkland.edu)

I hold a policy that **electronic devices should be silenced and put away during class**. If you have a situation that may require you to accept a call or text during class, speak to me, your instructor, privately. In case of an emergency, people might contact Public Safety at (217) 351 2369 and the officer on call will find you and let you know of the nature of the emergency. Also, please note that **this class is a laptop free course**. In other words, you are expected to take notes by hand. If you have a special need that requires that you use your laptop for note-taking please talk to me after class and we'll make special arrangements.

**Withdrawal information**

Parkland requires instructors to withdraw students on the following dates:

**Monday, January 22: Census Date** – If you have not attended, you will be withdrawn with a W grade.

**Friday, March 9: Midterm** – If you stop attending, you may be withdrawn by the instructor.

**Friday, May 4: Withdraw Deadline** – Last day to *withdraw yourself* and get a W. To do so, you must fill out a *Notification of Intent to Withdraw from Classes* and, for this class, get myself or the Social Sciences Department Chair to sign this form. Please see more detailed instructions on this process in the General Course Syllabus (found on Cobra or by following the link in the previous page).

*If you are struggling with any part of the course assignments or materials please don't hesitate to contact me!* I am committed to student success and, almost always, students and I have been able to work through these difficulties.

### **Grading Breakdown**

Attendance and Participation in Class Activities:	20%
Four fields Research Assignments:	40%
Short Online Quizzes	20%
Midterm Exam, March 9, 2017, during class:	10%
Final Exam, Wednesday, May 16, 8:00–10:00am:	10%

### **Grading Scale**

The following is the grading scale followed by Parkland and that I will apply to 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 on reserve at 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 the textbook on the course's Cobra website: <https://cobra.parkland.edu/>, within weekly folders. I suggest you download and print each reading so you can take notes on the main points of these articles during class lectures and discussion.

**Contacting your Instructor:** You can reach me by email or phone (my information is on the cover page of this syllabus) with any questions on the course requirements or readings. Feel free to drop by my office hours or make an appointment. In fact, I hope you will visit or email me at least once in the term to discuss assignments, voice your opinion, and review any concepts that you find difficult.

## Course Reading and Activity Schedule

### WEEK 1: Introduction to Anthropology

**January 17:** Introduction to the course.

**January 19:** Read Chapter 1, “What is Anthropology?” (pp. 3–20) in *Anthropology: What Does It Mean to Be Human?* (hereafter, *Lavenda*) and Module 1: Anthropology, Science, and Storytelling (pp. 21–29).  
**Class Activity 1.**

### WEEK 2: Physical Anthropology: Evolution and Genetics

**January 22:** Read Lavenda, Chapter 2: Why is Evolution Important to Anthropologists? (pp. 31–57).

**January 24:** Film: *What Darwin Never Knew*

**January 26:** Read Lavenda “Investigating Human-Rights Violations and Identifying Remains” (pp. 46–47). Discussion on forensic anthropology ethics and methods.  
**Class Activity 2.**

### WEEK 3: Physical Anthropology: Evolution, Variation, and Adaptation

**Jan. 29-31:** Read Lavenda, Chapter 3: What can Evolutionary Theory Tell Us about Human Variation? (pp. 59–84).

**February 2:** Read Lavenda “DNA Tests Find Branches but Few Roots” (pp. 67–69) and Nsikan Akpan’s article on PBS’ News Hour “How White Supremacists Respond when their DNA says they are not ‘white.’” Available on the Cobra website under the Week 3 folder in the Contents tab or at: <https://www.pbs.org/newshour/science/white-supremacists-respond-genetics-say-theyre-not-white>.  
**Class Activity 3.**

### WEEK 4: Physical Anthropology: Primates and Early Hominins

**February 5:** Read Lavenda Chapter 4: What can the Study of Primates Tell Us about Human Beings? (pp. 97–117).

**February 7:** *Film: Ape Genius*

**February 9:** Read Lavenda, Chapter 5: What Can the Fossil Record Tell Us about Human Origins? (pp. 119–137).

**Quiz 1** on Genetics and Primate Behavior opens at 5 pm, Feb. 9 and closes Monday, Feb. 12 at midnight.

### WEEK 5: Physical Anthropology: Early Humans

**February 12:** Read Lavenda, Chapter 5: What Can the Fossil Record Tell Us about Human Origins? (pp. 138–161).

**February 14:** Before class, browse through the Smithsonian Interactive Evolutionary timeline, on the Cobra website, under the Week 5 folder, and at:  
<http://humanorigins.si.edu/evidence/human-evolution-timeline-interactive>  
*Prep I: Physical Anthropology Assignment Lab work, in class.* (If you miss attendance for this lab you will not be able to write your first class assignment. Make-up labs are not an option, please plan accordingly).

**February 16:** Read Lavenda, Module 2: Dating Methods in Paleoanthropology and Archaeology (pp. 85–95).  
Physical Anthropology wrap up.  
**Class Activity 4.**

#### WEEK6: Archaeology: Studying the Past

**February 19:** Read Lavenda “Archaeology as a Tool of Civic Engagement” (pp. 186), *An Open Letter to ATARI, SA, and the State of New Mexico* by Andrew Reinhard, as well as *New Mexico City Finds Buried Treasure of Atari Games*, by Aaron Smith. These two articles are found on Cobra under the Week 6 folder. We will also discuss the short video on the University of Illinois’ archaeology field school, also available on Cobra, or at: <https://www.youtube.com/watch?v=sknq3EXxgu8>

**February 21:** Read Lavenda, Chapter 6: How do We Know about the Human Past? (pp. 163–191).  
**PHYSICAL ANTHROPOLOGY ASSIGNMENT DUE, in the provided Dropbox on Cobra.**

**February 23:** *Prep II: Archaeology Assignment* (If you miss attendance for this class’ group work you will not be able to participate in your second assignment. Please plan accordingly).

#### WEEK 7: Archaeology: Excavating and Understanding Past States

**Feb. 26–28:** Read Lavenda, Chapter 7: Why Did Humans Settle Down, Build Cities, and Establish States? (pp. 179–211).

**March 2:** Read Alan Goodman and George Armelagos’ “Disease and Death at Dr. Dickson’s Mounds.” (pp 93–97). On the Cobra website (under Week 7 folder).  
Archaeology wrap up.  
**Class Activity 5.**  
**ARCHAEOLOGY ASSIGNMENT DUE, in the provided Dropbox on Cobra.**

**Quiz 2** on Archaeological Methods opens at 5 pm, March 2 and closes Monday, March 5 at midnight.

#### WEEK 8: Linguistic Anthropology: Communication and Culture

**March 5:** Read O’Barr and Conley, “When a Juror Watches a Lawyer” (pp. 52–55), under the Week 9 folder in Cobra. This reading is needed for your class assignment prep.  
*Prep III: Linguistic Anthropology Assignment.* (If you miss attendance for this class’ group work you will not be able to participate in your third class assignment. Please plan accordingly).

**March 7:** Mid-course wrap-up and Midterm Review.

**March 9:** **MIDTERM EXAM.** During class.

**WEEK 9: Linguistic Anthropology: Language and the Creation of Worldviews**

**March 12-14:** Read Lavenda, Chapter 9: Why is Understanding Human Language Important? (pp. 261–283).

**March 16:** Read Lavenda Module 4 “Components of Language” (pp. 285–287).

**Class Activity 6.**

**LINGUISTIC ANTHROPOLOGY ASSIGNMENT DUE, in the provided Dropbox in Cobra.**

**WEEK 10:** *SPRING BREAK. NO CLASSES MARCH 19–23.*

**WEEK 11: Cultural Anthropology: The Ethnographic Method and Research Ethics**

**March 26:** Read Lavenda, Ch. 8: Why is the Concept of Culture Important? (pp. 229–246).

**March 28:** Read Lavenda “Slumdog Tourism” (pp. 484) and Kristen Hudgins, “Student Development Tourism: A Growing Trend to What End?” (pp. 29), the latter found under the Week 11 folder on Cobra.

**March 30:** Read Lavenda, Module 3: On Ethnographic Methods (pp. 247–259).  
*Prep IV: Cultural Anthropology Assignment prep activity in class.* (If you miss attendance for this class’ activity you will not be able to work on your fourth class assignment. Please plan accordingly).

**Quiz 3** on Linguistic Anthropology and Culture opens at 5 pm, March 30 and closes Monday, April 2 at midnight.

**WEEK 12: Cultural Anthropology: Religion, Art, Beliefs**

**April 2–4:** Read Lavenda, Ch. 10: How do We Make Meaning? (pp. 323–347).

**April 6:** Class exercise on anthropology’s view on religious fundamentalism.  
**Class Activity 7.**

**WEEK 13: Cultural Anthropology: Making a Living and Consumption**

**April 9–11:** Read Lavenda, Ch. 11: Why Do Anthropologists Study Economic Relations? (pp. 323–347).

**April 13:** Class activity on anthropology’s interpretation of global consumerism, and the global circulation of discourses through the media. Case study: France (rural area and Calais).

The last three class activities (8-10) will focus on global issues and how anthropologists have studied these issues and are contributing to their solution.

**Class Activity 8.**



**WEEK 14: Cultural Anthropology: Politics and Power, and Kinship**

**April 16:** Read Lavenda, Ch. 12: How Do Anthropologists Study Political Relations? (pp. 349–371).

**April 18:** Class activity on politics and suburbanization in the global ethnographic record. Case study: Prague and the Czech Republic.  
**Class Activity 9.**

**April 20:** Read Lavenda, Ch. 13: Where Do Our Relatives Come From and Why Do They Matter? (pp. 373–413).

**Quiz 4** on Economic and Political Anthropology opens 5 pm, April 20 and closes Monday, April 23 at midnight.

**WEEK 15: Cultural Anthropology: Gender, Sex, and other forms of inequality**

**April 23–25:** Read Lavenda, Ch. 14: What can Anthropology Tell Us about Social Inequality? (pp. 415–445).

**April 27:** Class activity on global inequalities, and activism. Case studies on Ireland, Russia, and Tajikistan.  
**Class Activity 10.**

**CULTURAL ANTHROPOLOGY ASSIGNMENT DUE, in the provided Drobbox in Cobra.**

**WEEK 16: Cultural Anthropology: Globalization and Medical Anthropology**

**April 30:** *Film: Inside Job*

**May 2:** Read Lavenda, Ch. 15: How Is Anthropology Applied in the Field of Medicine? (pp. 447–474).  
*Film: Big Bucks, Big Pharma*

**May 4:** Read Lavenda, Module 5: “Background to the Global Political Economy of the Twenty-First Century” (pp. 475–477).

**Quiz 5** on Social Inequalities and Medical Anthropology opens at 5 pm, May 4 and closes Monday, May 7 at midnight.

**WEEK 17: Anthropology: Global Issues Today**

**May 7:** Read Lavenda, Ch. 16: What Can Anthropology Tell Us about Globalization? (pp. 479–509).  
Cultural Anthropology wrap up.

**May 9:** Class wrap up and Final Exam review.

**WEDNESDAY, MAY 16: FINAL EXAM.** 8am–10am, D-151.

*This syllabus is subject to change during the semester based on our progress and may be modified by the instructor. You will be notified of any changes both on the course's Cobra website and in class.*