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Spring 2-1-2022

### ANTY 101H.BH1: Anthropology and the Human Experience -Hamilton

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#### Recommended Citation

Ogden, Jamie L., "ANTY 101H.BH1: Anthropology and the Human Experience -Hamilton" (2022). *University of Montana Course Syllabi, 2021-2025*. 58.

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**Bitterroot College Program of the University of Montana**  
**Anthropology and the Human Experience**  
**ANTY 101H/X Sect. BH1**  
**Spring 2022**

**Class Times:** Tuesdays and Thursdays 7:30 to 8:50 p.m., Room 118 or via Zoom

**Office Hours:** Before class on Tuesdays, from 6 to 7:30, and always by appointment (evenings and weekends are ok)

**Instructor:** Jamie Ogden

**Contact:** [Jamie.Ogden@mso.umt.edu](mailto:Jamie.Ogden@mso.umt.edu)  
(406) 369-0426

### Course Description:

A survey of anthropology which introduces the fundamental concepts, methods and perspectives of the field; the description and analysis of human culture, its growth and change; the nature and functions of social institutions.

### Course Learning Objectives:

- Demonstrate basic knowledge of each of the four subfields of anthropology;
- Explain and apply core anthropological concepts and theories;
- Critically assess cross-cultural diversity and social practices in the US and around the world;
- Understand the holistic nature of anthropological research and practice;
- Develop a preliminary understanding of anthropological research methods in each of the four subfields of anthropology.

**Text:** *Through the Lens of Anthropology: An Introduction to Human Evolution and Culture – 2<sup>nd</sup> Edition*  
by Robert J. Muckle and Laura Tubelle De González, 2018, University of Toronto Press

Additional required readings and material will be accessible through our class Moodle supplement.

### Moodle & Email:

We have a class supplement on Moodle! You can find the course syllabus, readings and course material, Power Points, weekly assignments, and reminders there. I will also post links and sources for additional (optional) learning as they come up in class. We will not take exams or complete assignments in Moodle, but all assignments and exams will be posted on Moodle (as Word documents) and you may complete and email them to me on the due date. You are welcome to print and complete assignments on paper if you prefer, and turn them in by hand. I will communicate with you individually and as a group by email with some frequency. Please be sure your university email account is up-to-date, and you are checking it daily.

### Zoom:

Love it! As outlined below, this class relies on both lecture and discussion, which – at times - requires a more participatory approach to Zoom. Sometimes our discussions will be very open-ended and, other times, we will use break out rooms or smaller groups to facilitate dialogue. Our learning will be active and all of our voices are important – so be sure we can hear yours. Please provide input and make requests if there are ways we can make our “classroom” more inclusive and comfortable – adjustments are expected.

Topic: Anthropology 101 - BC - Spring 22

Join Zoom Meeting: <https://umontana.zoom.us/j/94010523429>

Meeting ID: 940 1052 3429

Find your local number: <https://umontana.zoom.us/j/94010523429>

### Health:

My hope for this semester is that we practice both our flexibility and our ability to speak up. This balance is important to our learning environment and our health. The University of Montana will require masks in classrooms as we begin the semester. Please keep in mind that health- and safety-related precautions may change throughout the semester. Though plans may change, I am beginning the semester with the following adjustments:

- Please pay attention to and follow University health and safety guidelines. Currently, masks are required in all classrooms and labs, and recommended in indoor spaces, regardless of vaccination status.
- Assigned seating is also required this semester, for the purposes of contact tracing. If you are a close contact of a COVID-positive person at Bitterroot College, you will be contacted directly by Ravalli County Public Health.
- All readings, assignments and Power Points are on Moodle and can travel with you on a phone, tablet or computer.
- If you are sick, displaying symptoms, or caring for someone who is sick – please stay home. If you are concerned about attendance grading, please trust that I am monitoring the semester and prepared to adjust if necessary.
- Attendance via Zoom is a permanent option. Every class will be available to attend remotely. We do want to see you and hear your voice, if possible, even if you are attending on Zoom. Let’s just agree that we don’t care if you have uncombed hair or obnoxious cats.
- I will follow the same guidelines – if I am sick or caring for someone who is sick, I will teach by Zoom. If I have to miss a class due to illness, I have alternate material ready and Tory/Erin is my sub. I will notify you by email ahead of class if we have this situation. Hopefully, no other emergencies here.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.
- You can ALWAYS request an individual class with me – whether you need to make up a class (yes, this is an option!), feel like you need clarification or more discussion time, or just enjoy discussing the work at hand. We can meet via Zoom, over the phone or in-person.
- All learning assessments (tests!) are take-home.
- Speak up about what is working for you and what is not. Unlike a 200-person lecture class, we have the benefit of being able to adjust to individual and group needs. Consider this class a work-in-progress and your input essential.
- Up-to-Date COVID-19 Information from the University of Montana - UM Coronavirus Website:  
<https://www.umt.edu/coronavirus>

## Grading:

Grading will be on an A-F scale, with a rubric provided for all assignments and assessments. One extra credit assignment will be available. Extra credit is due no later than our Final Exam day. Please see the course schedule and grading table for more detailed information regarding assignments, including assigned reading.

Attendance and Self-Assessment	20% (10% attendance, 10% self-assessment)
Journal Assignments	40% (10 take home quizzes x 4% each)
Learning Assessments	40% (2 take-home assessments x 20% each)
Extra Credit (optional)	5%

## Assignments:

All of your assignments will come with instructions, including the recommended length and format for written assignments. In this class, we will practice writing essay exam answers, summary/reaction papers to scholarly work, and experiential/ethnographic writing. We will have a take-home quiz most Thursdays, due the following Tuesday, as well as weekly reading from the textbook (and sometimes other sources). Please see the course schedule and grading table for more detailed information regarding assignments, including assigned reading.

Exams will include a mix of question types, from multiple choice and short answer to longer essays. You will be provided with the questions one week ahead of the due date. There is no other homework at assessment time. *Look ahead on the course schedule, so you know when to plan for take home exams.* We will have some set aside time for test preparation, which is also noted on the course schedule.

## Attendance and Self-assessment:

Your attendance and participation are significant because your ideas and perspectives are significant. Although you may not be physically present, you do need to be “present” to engage in learning. You should expect active and participatory class times regardless of how you attend. Meeting participation goals is also a part of your self-assessment. Please see the attached rubric for more detailed information on this portion of your grade.

*If you are experiencing a life event that will significantly impact your schoolwork, please talk with me as soon as possible. In this case, we will work with your advisor to create a plan that may enable you to complete course requirements and learning objectives, if possible.*

## Learning Environment:

Anthropology is a very broad discipline that often challenges our preconceptions about humans and human behavior. As a student, you have a responsibility to be open to new ideas, encourage respectful discourse in class, and approach class material with curiosity. As students and teachers, we each commit to fostering a learning environment that is supportive for all students. As a start - don’t talk while others are speaking, use phones and personal computers for class work only, follow directions, help each other, and be kind.

## Getting Help:

We all need help sometimes. Don't wait until you are in over your head. Whether you have questions about the material, are struggling with an assignment, need tutoring, or have life circumstances that are affecting your schoolwork - you are a priority.

I always welcome your phone calls, texts, e-mails and visits during office hours or by appointment.

## Deadlines:

This class is organized on weekly reading, writing and discussion that builds from week to week. Late work is going to trip you up. While due dates for homework (not exams) are flexible, please try to stick with the schedule (you'll learn better). I've tried to make a predictable schedule, so you can plan your homework the same way each week. If you cannot attend a class on the day an assignment is due, you are welcome to leave the assignment in my faculty box at BCCP or submit it by e-mail. It is important that you communicate with me about your homework and deadlines, so I can keep track of myself. Exam due dates, which are not flexible, are included in the course schedule.

## Academic Honesty:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code which is available for review online: <http://www.umt.edu/student-affairs/Dean%20of%20Students/default.php>

## Accommodations:

If you need accommodations or adjustments in this course, please let me know as soon as possible. I am excited to work with you on creating a successful learning environment. For more information, contact the UM Office for Disability Equity, 406-243-2243 (phone), [Office for Disability Equity \(umt.edu\)](#)

## Add/Drop Deadlines:

- **Jan. 26 – Seventh instructional day of the semester.**  
Last day for students to add Spring classes via CyberBear without consent. After this day, instructor approval is required via an Override form.
- **Feb. 7 – Fifteenth instructional day of the semester.**  
Last day to drop individual Spring classes on CyberBear with a refund. Last day to withdraw from Spring classes (drop all classes) with a partial refund. Last day to add Spring classes with a registration override. Last day to change Spring credits in variable credit courses and switch grade mode in CyberBear. Last day to change Spring grading option to or from Audit.
- **Feb. 8 to March 29 – Sixteenth through forty-fifth instructional days.**  
Spring course adds and drops require a Course Add/Change or Course Drop form with instructor's and advisor's signatures and \$10 fee. A "W" will appear on the transcript for dropped classes – no refunds. Students can change variable credit amounts and grading options (except audit) using a Course Add/Change or Course Drop form with signatures.
- **May 6 – Last day of Spring instruction**  
Last day to withdraw from Spring Semester (drop all classes) by 5pm.

For more information, see Official Dates and Deadlines at the University of Montana's Registrar's Office: [Spring 2022 \(umt.edu\)](#)

## Grading:

% of Grade	Grade Item
40%	<p><b>Ten Take Home Quizzes</b>            Each valued at 4% of your grade, these quizzes are intended to help you reflect and apply your learning, prepare for exams and stay caught up. Quizzes will be posted most Thursdays. The quiz is optimally due the following Tuesday at the start of class; please refer to the course schedule for more specifics. Quizzes will be graded on an A to F scale. <b>Though the take home assignments are labeled “quizzes,” they will require substantive reading or viewing, and writing.</b></p>
20%	<p><b>Attendance (10%) and Self-Assessment (10%)</b>            An attendance grading scale is included in the course grading rubric. For the self-assessment, you will evaluate – using a rubric I provide - your effort at understanding, applying concepts, critical thinking, and question-making. You will evaluate your ability to participate in and contribute to our learning environment and meet your own learning goals. I will review your self-assessment, and add to it. Together, we will agree to and assign this portion of your grade.</p>
40%	<p><b>Two Exams (20% + 20%)</b>            Two regular exams - the first due March 8th, covering Weeks 1 – 7; the second scheduled Final Exam time covering Weeks 8 - 15. These exams will be part multiple-choice, part short-answer and part essay. They each account for 20% of your total grade. Optional study sessions will be held the week of each exam. Exams are graded on an A-F scale.</p>
+5%	<p><b>Extra Credit</b>            You have the opportunity, if you choose, to boost your overall grade with the grade you receive on the extra credit assignment, which includes reading and discussing additional material. Detailed information will be provided.</p>

Course Schedule (subject to change):

Date	Tuesday	Thursday
<p><b>Week 1</b> January 18 &amp; 20</p>	<p><b>topic:</b> Anthropology <b>activity:</b> Graffiti Activity <b>reading:</b> Chapter 1-Viewing the World ... <b>homework:</b> Learning Goals</p>	<p><b>topic:</b> Exploring Timelines <b>activity:</b> Earth and Humanity Timelines <b>reading:</b> Ch. 2-We Are Primates <b>homework:</b> Take Home Quiz 1 (Exploring the 4 fields)</p>
<p><b>Week 2</b> January 25 &amp; 27</p>	<p><b>topic:</b> Living Primates &amp; Primate Evolution <b>activity:</b> Primate Family Tree <b>reading:</b> Ch. 3 – Evolutionary Thought... <b>homework:</b></p>	<p><b>topic:</b> Evolution, Selection &amp; Adaptation <b>activity:</b> Gene Games <b>reading:</b> <b>homework:</b> Take Home Quiz 2 (Kissing, Science and Vocab/Concepts)</p>
<p><b>Week 3</b> February 1 &amp; 3</p>	<p><b>topic:</b> The Myth of “Race” <b>activity:</b> film and discussion <b>RACE: THE DIFFERENCE BETWEEN US</b> <b>reading:</b> AAA Statement on Race (in text) <b>homework:</b></p>	<p><b>topic:</b> Anthropology, Race and a Longer View <b>activity:</b> Discussion Groups <b>reading:</b> <b>homework:</b> Take Home Quiz 3 (essay questions and reflection exploring film concepts)</p>
<p><b>Week 4</b> February 8 &amp; 10</p>	<p><b>topic:</b> Early Hominins (10mya to 2.5mya) <b>activity:</b> Fossil Casts <b>reading:</b> Ch. 4-Human Biological Evolution <b>homework:</b></p>	<p><b>topic:</b> Early Hominins (10mya to 2.5mya) <b>activity:</b> film <b>BECOMING HUMAN</b> <b>reading:</b> <b>homework:</b> Take Home Quiz 4 (Hominin timeline)</p>
<p><b>Week 5</b> February 15 &amp; 17</p>	<p><b>topic:</b> Hominins (2.5mya to 500kya) <b>activity:</b> Timeline Review <b>reading:</b> Ch. 5 – Cultural Diversity from 2.5 <b>homework:</b></p>	<p><b>topic:</b> Hominins (2.5mya to 500kya) <b>activity:</b> Stone Tool Making <b>reading:</b> <b>homework:</b> Take Home Quiz 5 (Nova episode and archaeological methods)</p>
<p><b>Week 6</b> February 22 &amp; 24</p>	<p><b>topic:</b> Paleoanthropology and Archaeology <b>activity:</b> Garbage Can Archaeology <b>reading:</b> <b>homework:</b></p>	<p><b>topic:</b> Montana Archaeology <b>activity:</b> <b>UM Prof. Doug MacDonald Lecture, “Montana Before History” at Bitterroot College 7 – 8:30pm</b> <b>(extra credit for set-up and/or take-down help)</b></p>
<p><b>Week 7</b> March 1 &amp; 3</p>	<p><b>topic:</b> The Middle and Upper Paleolithic <b>activity:</b> film excerpts-<b>DISCOVERING NEANDERTHAL</b> <b>reading:</b> Ch. 6 – Cultural Diversity from 20k <b>homework:</b> TAKE HOME EXAM Available <b>EXAM STUDY SESSIONS TBA</b></p>	<p><b>topic:</b> The Middle and Upper Paleolithic <b>activity:</b> UP Tool Game <b>reading:</b> <b>homework:</b> TAKE HOME EXAM</p>
<p><b>Week 8</b> March 8 &amp; 10</p>	<p><b>topic:</b> Ancient Settlers <b>activity:</b> North American tool replicas <b>reading:</b> Articles <b>homework:</b> EXAM DUE (with self-assessment)</p>	<p><b>topic:</b> Ancient Settlers <b>activity:</b> North American tool replicas <b>reading:</b> <b>homework:</b> Take Home Quiz 6 (Discovering and rediscovering migration)</p>

Date	Tuesday	Thursday
<b>Week 9</b> March 15 & 17	<b>topic:</b> Origins of Food Production (10kya) <b>activity:</b> Domestication Matching Game <b>reading:</b> Ch. 7 – Archaeology of the Last... <b>homework:</b>	<b>topic:</b> Early City-States <b>activity:</b> Archaeological Site Preview <b>reading:</b> <b>homework:</b> Take Home Quiz 7 (Archaeological Site Research)
<b>Week 10</b> No classes March 21 - 25	NO CLASSES – Spring Break	NO CLASSES – Spring Break
<b>Week 11</b> March 29 & 31	<b>topic:</b> Culture <b>activity:</b> <b>reading:</b> Ch. 8- Studying Culture <b>homework:</b>	<b>topic:</b> Studying Culture <b>activity:</b> <b>reading:</b> <b>homework:</b> Take Home Quiz 8 (Park Bench Ethnography)
<b>Week 12</b> April 5 & 7	<b>topic:</b> Language and Culture <b>activity:</b> Phoneme and Dialect Games <b>reading:</b> Ch. 9 – Language and Culture <b>homework:</b>	<b>topic:</b> Anthropological Linguistics <b>activity:</b> film and discussion HEENETINEYO03EIHIIHO' LANGUAGE HEALERS <b>reading:</b> <b>homework:</b> Take Home Quiz 9 – Part I (Richard Lee Reading and film clips)
<b>Week 13</b> April 12 & 14	<b>topic:</b> Subsistence Strategies <b>activity:</b> <b>reading:</b> Ch. 10 – Food-Getting and Econ... <b>homework:</b>	<b>topic:</b> Subsistence/Economy <b>activity:</b> Kalahari Cookout <b>reading:</b> <b>homework:</b> Take Home Quiz 9 – Part II (Kalahari Cookout reflection)
<b>Week 14</b> April 19 & 21	<b>topic:</b> Sex and Gender Roles <b>activity:</b> Intersex Identities across Cultures <b>reading:</b> Ch. 11 – Marriage, Family, Gender <b>homework:</b>	<b>topic:</b> Marriage & Family <b>activity:</b> Kinship Charts <b>reading:</b> <b>homework:</b> Take Home Quiz 10 – Part I (Kanji/Case Study Reading)
<b>Week 15</b> April 26 & 28	<b>topic:</b> Marriage & Family <b>activity:</b> Kanji Drawing <b>reading:</b> Ch. 12 – Political Organization <b>homework:</b>	<b>topic:</b> Politics <b>activity:</b> Case Study Discussion <b>reading:</b> <b>homework:</b> Take Home Quiz 10 – Part II (Kanji/Case Study Reflection)
<b>Week 16</b> May 3 & 5	<b>topic:</b> Supernaturalism <b>activity:</b> <b>reading:</b> Ch. 13 - Supernaturalism <b>homework:</b> TAKE HOME EXAM Available <b>EXAM STUDY SESSIONS TBA</b>	<b>topic:</b> Exploring Ethnography <b>activity:</b> Discussion/Art groups <b>reading:</b> <b>homework:</b>
<b>Final Exam Week</b> May 9 to 13	<b>EXAM 2 and Final Self-Assessment</b> <b><u>DUE DATES WEDNESDAY, MAY 11 BY 11:59PM</u></b>	