

University of Northern Colorado Course Syllabus

ANT 100-003:

Introduction to Anthropology

Tuesdays/Thursdays 9:30-10:45 Candelaria 1260 Spring Semester, 2009

INSTRUCTOR: Mr. Roger DeWitt

DEPT. PHONE NUMBER 351-2021 OFFICE

HOURS: M/W 12-1pm

OFFICE: Candelaria 183

2 TEXTS:

1. Park, Michael Alan (2008). Introducing Anthropology: An Integrated Approach (4th Ed.). Boston: McGraw-Hill.

2. Angeloni, Elvio (Ed.) (2008). Annual Editions: Anthropology 08/09. Dubuque IA: McGraw-Hill.

COURSE DESCRIPTION:

This course introduces the deep history of the *last* surviving race of humans on earth. We have created a rich, vibrant diversity of cultures for thousands of years; learning about the adaptations human cultures have made is timely and vital. Colorado has defined course objectives, but our objectives also involve developing the skills needed:

- to view humanity through the lens of anthropology
- to appreciate the social science aspects of anthropology
- to differentiate the scientific disciplines in anthropology
- to understand the impact of anthropology in human studies
- to personalize this study for each student
- to apply anthropological connections to current events
- to demonstrate student growth in key course objectives

STUDENTS WITH DISABILITIES who believe they need accommodations in this course **SHOULD** contact the Disability Support Services (970) 351-2289.

GRADING POLICIES:

+ There are no extra-credit assignments in this course.

+ Grades will be based on timely completion of assignments.

+ Evaluations are based on UNC grading system:

100-97% = A; 96-93% = A-; 92-89% = B+; 88-85% = B 84-81% = B-;

80-77 = C+; 76-73 = C; 72-69 = C-; 68-66% = D+; 65-63=D;

62-60% = D-; Below 60% = F

ASSIGNMENTS AS % of Grade – (approx.)

REACTION PAPERS: 25%

MATERIAL QUIZZES: 25%

APPLICATION PAPER: 25%

BLUEBOOK EXAMS: 25%

IMPORTANT DATES:

Class Begins 1/13; no class on MLK Day, 1/19; Spring Break March 16-20;

Mid-term Exam 2/26; Project Due 4/21; FINAL: Tuesday, 5/5, 8-10:30.

SUPERIOR STUDENTS seeking a good grade know they need to demonstrate mastery of course concepts. Attendance is VITAL and is recorded by the instructor. Missing 4 *fifty minute* class hours reduces student effectiveness and will reduce course grade. Late submission of assignments will be reviewed for reduced points. There are no make-up quizzes.

Students in this class will be divided into three cultural groups – Moon People, Sun People and Earth People for purposes of written assignment rotation. This course requires scheduled completion of written assignments, examinations, reading of the Park text for weekly discussion, and reading / reacting in writing (on a group schedule) to identified Annual Editions (AE) chapters by specified due dates.

GADGET POLICY:

If you are expecting a call/text due to an emergency situation, inform the instructor to avoid class disruption. As a courtesy to the class, STUDENTS will LEAVE THE ROOM when they spend class time PHONING, TEXTING, SURFING, or TUNING to things other than the class.

COURSE ASSIGNMENTS: [changes announced in class]

- ❖ 100-point course Material Project, due 4/21/09, focusing on a component of anthropology associated with the material of this course.
- ❖ Two, 50-point Bluebook (from bookstore) Exams, based on course readings, videos, and presented materials.
- ❖ ## 20-point, Unannounced Quizzes.
- ❖ 10 Weekly – by rotation -10-point printed reactions to Annual Editions articles with student name, article title, group name, due date on top line and a brief (2-page, 12 font) reaction to and summary of the article. Students reference personal- and text/class-related material within this reaction.

| Park Assignments: | AE Reaction Paper Due Dates, Exam Schedule: | |
|--|---|---|
| Week 1 PARK 1, 2-Intro | Tuesday January 13 INTRO | Thursday 15 TH AE 29 Moon Sun Earth |
| Week 2 PARK 4 Themes | 20th AE 4-Earth | 22nd AE 3-Sun |
| Week 3 PARK 8-Diversity | 27 TH AE 34- Moon | 29 th AE 17-Earth |
| Week 4 PARK 11-Commun. | Feb 3rd AE 9 Sun | 5th AE 7-Moon |
| Week 5 PARK 14- Behavior. | 10th AE 10-Sun | 12 th AE 32-Moon |
| Week 6 Park 9 Food | 17th AE 15-Earth | 19 th AE 18- Sun |
| Week 7 PARK 5 Humans | 24 th AE 28-Earth | 26 Th AE 21-Moon MID-TERM <u>bluebook</u> EXAM |
| Week 8 PARK 3 Culture | Mar 3rd AE 26 Moon Primate Unit | 5 TH AE 2-Sun Primate Unit |
| Week 9 PARK 6 Primates | 10th AE 23-Earth | 12 th AE 39-Moon |
| <u>SPRING</u> | <u>BREAK NO CLASS</u> | <u>4/16-20</u> |
| Week 10 PARK 7 Sexuality | Mar 24 th AE 25-Earth | 26 th AE 22-Moon |
| Week 11 PARK 10 Group | 31 st AE 24-Sun | April 2 nd AE 16-Moon |
| Week 12 PARK 12 Order | 7 th AE 37-Sun | 9 th AE 33-Earth |
| Week 13 PARK 13 Change | 14 th AE 19-Moon | 16 Th AE 13- Sun |
| Week 14 PARK 15 Anthro in the World | 21 st AE 27- Earth PROJECT DUE | 23rd AE 35- Sun |
| Week 15 Summary | 28 th AE 8-Earth | 30 th REVIEW |
| Week 16 FINALS | 5 th <u>Bluebook</u> EXAM: 10:45-1:15 | |

Anthropology Course Objectives:

(Learning outcomes of successful students)

- ❖ Students will define and discuss research methods, branches and terminology in this field. Students will discuss anthropology's goals, and identify examples of the discoveries of the field, as they apply to the promotion of intercultural tolerance and understanding.
- ❖ Students will demonstrate in writing the aspects of the field involving linguistics, as it relates to human vs. non-human primate language development, and the role language plays in human culture.
- ❖ Students will demonstrate an ability to define and discuss cross-cultural systems, analyze the development of multiple kinship systems, contrast these systems with our own, and detail the alternate forms of marriage, kinship, and inheritance among target cultures.
- ❖ Students will show key differences in political and economic systems, and the impact those systems have on women, men, children, perceived foreigners, and individuals within the group at different levels of the social hierarchy.
- ❖ Students will compare belief systems, including religious beliefs, the application of magic, augury and the effort humans apply to maintaining harmony in nature through the supernatural. Students will discuss and identify in writing the various universal and cultural aspects of faith, and its role in contemporary and pre-historic societies.
- ❖ Students discuss and analyze the development through enculturation of members of culture and the role that person learns to play in cultures.
- ❖ Student projects require the ability to compare foraging cultures in the key social areas of government, religion, science, economics and cultural complexity with societies based on foraging, horticulture, pastoralism, agriculture, and industrialization.
- ❖ Students demonstrate the vectors and consequences of cultural change through reaction papers to written and film reports of acculturation, its impact on indigenous groups in history and in the present. This includes the scientifically-based theories of evolutionary development of humans and pre-humans on earth, including paleoanthropology and applications from within the fields of archaeology and forensic anthropology.
- ❖ Students document the challenges modern anthropology faces by reviewing and presenting a polished, formal project on an issue relating to current world crises.
- ❖ A student also researches careers and modern applications of technology.

GUIDELINES TO SUCCESS:

Because films, class presentations, research, and discussions are not fully covered by texts or tests, success in this class depends on, preparation, attendance, participation, and attention. Successful students make every effort to be on time for class and observe important ethical and behavioral obligations of both students and faculty. Students are expected to practice academic honesty. Each student is responsible for contributing to a positive learning environment in classroom situations. Students who conduct themselves contrary to the best interest of the class as a whole do themselves academic harm. Students and faculty should refrain from expressing derogatory opinions concerning race, gender, ethnicity, sexuality, and should avoid using obscene language. Students must refrain from any form of cheating or plagiarism, knowing that no points will be assigned to copied work.

ANTHROPOLOGY IS A KEY COURSE!

When in doubt, please contact the instructor with any questions about the steps to timely completion of the assignments listed below. An anthropological perspective proves to be a strong resource for students in any academic program.

Colorado Competencies addressed in UNC Anthropology Courses:

Critical Thinking Competency

The goal of instruction in “critical thinking” is to help students become capable of critical and open-minded questioning and reasoning. An understanding of argument is central to critical thinking. The Critical Thinking Competency is defined by the State of Colorado as the ability to examine issues and ideas and to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods.

Reading Competency

The ability to read critically is developed as students process visual information and apply information to real problems across the curriculum. The Reading Competency is defined by the State of Colorado as the ability to read critically and thoughtfully.

Written Communication Competency

Learning to write is a complex process that takes place over time with continued practice and informed guidance. While qualified writing professionals help students learn writing skills and knowledge of writing conventions, written communication competency is developed as students apply this knowledge across the curriculum. The Writing Communication Competency is defined by the State of Colorado as the ability to write clearly and concisely.

Technology Competency

The integration of appropriate technology competencies and skills support the mastery of content of general education. The use of technology should never suppress content or diminish the rigor of general education courses. The Technology Competency is defined by the State of Colorado as the ability to select and apply contemporary forms of technology to solve problems or compile information.

Mathematics Competency

The Mathematics Competency is defined by the State of Colorado as the ability to use mathematical tools and strategies to investigate and solve real problems.

Further information about Anthropology competencies and criteria is available at <http://www.state.co.us/cche>.