

ANTH 1102

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Introduction to Anthropology

Fall 2019

COURSE OVERVIEW

COURSE OBJECTIVES

What does it mean to be human? What are our histories? Why does so much variation exist among humans, not just in how we look but in how we act and what we do? Why are there so many ways to talk about the same thing? How might language shape the way an individual perceives the world? How do our concepts of race and ethnicity shape our perceptions of difference?

Anthropology attempts to answer questions like these and unravel the complexities of being human from a variety of dimensions. This course is designed to explore anthropology and how the discipline has approached such topics of inquiry. Throughout the semester you will be introduced to the subfields of anthropology—archaeology, biological, cultural, and linguistic—and how each has contributed to the discipline as a whole. Students taking this course will learn to 1) examine the central concepts, methods, and main issues in anthropology using a four-field approach; 2) develop broader viewpoints and greater understandings of different peoples and cultures of the world; 3) develop an understanding of the basic sources of human biological diversity; and 4) explore anthropology's relevance to contemporary world problems.

COURSE GOALS

By the end of this course students will: 1) demonstrate knowledge of key concepts and main issues in anthropology; 2) demonstrate an ability to clearly write about a topic in anthropology; 3) demonstrate critical thinking using anthropological concepts and methods; and 4) demonstrate an understanding of global issues. We will accomplish these objectives by examining issues dealt with in the text such as human variation or social stratifications based on class and ethnicity, as well as by supplementing the class with discussion, videos, case studies, and an engaged ethnographic project.

This course also holds more general goals such as developing critical thinking. Comparatively reading about other people and cultures is one way to begin the process of reflection and critical examination of your personal belief systems and cultural norms. This also opens the door for greater appreciation of how and why others may hold different values and beliefs systems. Such reflection and appreciation of other cultures are vital in a world linked through global and cross-cultural systems.

INTEGRATED EDUCATIONAL EXPERIENCE GOALS

This course also meets the following IEE Goals as established by the College:

- **IEE1: Clearly communicate ideas in written and oral form.**
- **IEE2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.**

- IEE3: Demonstrate effective use of information technology.
- **IEE4: Demonstrate an ability to collaborate in diverse and global contexts.**
- IEE5: Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- **IEE6: Demonstrate an understanding of moral and ethical principles.**
- IEE7: Demonstrate and apply leadership principles.

READINGS

This course has been constructed to provide you with a no-cost text book (created by Drs. Gregory Gullette and Jenna Andrews-Swann). The book for this course is provided to you free of charge. All book chapters assigned this term are located on D2L under 'Content' and then 'Course Readings'.

The textbook has been written and curated to provide you with 1) an overview of a given topic (such as family, evolution, gender, human diversity, and so forth) and 2) a detailed case study that provides a real-world example of that chapter's overarching topic. My goals in writing and curating this textbook were to reduce the expenses associated with traditional textbooks, as well as to ground the conceptual material in rich, ethnographic case studies. I sincerely hope that you enjoy (and are academically challenged by) the readings.

All chapters require the password (case sensitive): **cityfade.aal**

EVALUATION OF STUDENT PERFORMANCE

EXAMS

This course has three exams. The format for exams includes multiple choice, true and false questions, fill in the blank, and/or short answer. Exams will be given only once and at the date specified in the syllabus. Exams will be located on D2L under the 'quizzes' tab. You will have an allotted amount of time to complete the exam. Due to the online nature of the exams, you may not consult with anyone on the exam, use your text or notes, or search for any terms while taking exams.

Material on the exams includes class lectures and assigned readings. As this is an introductory course, we will not be able to discuss everything included in your readings. You, however, are responsible for the readings assigned and any material in the readings, even if we do not discuss certain concepts in class. If you have questions about the material, schedule a time to come by or call my cell.

Make-up exams will only be allowed in exceptional cases and only when the student has a written medical explanation that indicates a request to make-up the exam. As exams are online, approved makeups must be taken within two days from the original exam date. At most you may only miss one exam during the semester.

ENGAGED ANTHROPOLOGY PROJECT

This term you will apply the issues covered in class and in your readings by conducting an ethnographic interview and sociodemographic profile on one of two topics:

1. *What are people's opinions on immigration/refugee resettlement in the United States, as well as the causes and consequences of anti-immigrant rhetoric?*

2. *In what ways has someone that immigrated to or resettled in the United States adjusted to life in the country, as well as their opinions of the public discourse on immigrant and refugee resettlement.*

You will explore one of these themes through a structured and semi-structured interview with one to two acquaintances. While you will be provided some basic questions that you will use when conducting your interviews, you will have the opportunity during your interview(s) to probe for additional information based on your interviewee's responses.

You will conduct your interview(s) individually. However, you will have an opportunity to discuss your ethnographic interview experiences with your peers in class. Here you can reflect on themes raised in your ethnographic interview (paying attention to views or experiences of racism or intolerance) and the challenges of conducting an interview. More information on the assignments will be provided throughout the term.

Of note, you will complete a one module CITI Training Protocol for Human Subjects Research, which will allow you to conduct an interview (you must complete this training to complete the project).

ATTENDANCE AND PARTICIPATION

A large amount of test material will come from lectures and how we examine and discuss certain anthropological histories and issues; your grade will suffer if you miss class regularly. Therefore, both attendance and active participation are mandatory.

You should have read the assigned readings *before* coming to each class. This allows you to participate in discussions, to collaborate with your peers during in-class assignments, to complete other assignments such as a reading guide, and to ask questions on topics you want clarified.

Although you may have up to two absences without a loss of attendance and participation points, you need to provide proper documentation to make up a missed test (see exam policies above). Absences in excess of two will result in the deduction of 15 points for each absence from the final grade for the course (such points are normally deducted from the 'attendance/participation' category on D2L).

For example, if you miss four classes during the term, your attendance grade would be 70 points... if you miss 10 days, your attendance grade would be -20 points, and so forth.

QUIZZES AND REVIEW SESSIONS

Throughout the semester there are quizzes to help you prepare for each exam. We will also have review sessions before each exam. Review sessions are required and count toward your grade. You must be prepared to answer questions for your peers and assist each other with the material.

Quiz questions will be on future exams. As quizzes are open note, this is meant to draw your attention to possible ways to improve your note taking strategies, allowing you time to correct these issues as we move through the term, as well as ask for points of clarification during review sessions. Both quizzes and review sessions are weighted activities and count toward the 'Quizzes/Activities' component of your final course grade (such activities performed in class cannot be made up regardless of circumstance).

Your 'Quizzes/Activities' grade will be updated continuously throughout the term.

Please note that some 'activities' in class are part of your 'engaged anthropology project' noted above.

EXTRA CREDIT

You will have the opportunity to receive extra credit a few times during the term. Extra credit might involve 'low-stake' activities such as turning in your completed reading guide, taking a quiz, availing yourself of the services offered by the *Academic Enhancement Center*, or attending *all* classes during the term. Extra credit points are added to your overall course grade and are updated throughout the term.

FINAL COURSE GRADE

Grades will be assigned based on the GGC letter scale. Participation in all activities is mandatory for full credit.

Attendance/Participation	100 points
Engaged Anthropology Project	175 points
Exam 1	175 points
Exam 2	175 points
Exam 3	175 points
Quizzes/Activities	200 points

The Grading scale is as follows (numerical values are not rounded):

A = 1000 – 900	B = 899 – 800	C = 799 – 700	D = 699 – 600	F = 599 and below
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COMMUNICATION AND FINE PRINT

DESIRE2LEARN

You may use D2L to email your peers or to post discussion questions for your peers. If you have trouble accessing D2L, please see the help desk in the main library. Please note that class lectures and PowerPoint slides are not posted on D2L.

COMMUNICATION PREFERENCES

When corresponding with the professor by e-mail, only use your GGC e-mail. E-mails from other domains (Gmail, Comcast, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA). Communications received after 5:00 pm cannot expect an immediate response. On the weekend or when the professor is away from campus (e.g., at a conference), responses may be irregular. Of course, you should check your GGC e-mail and D2L every day for important announcements. Please also note that I rarely return text messages since I don't like texting (I'm old!). Call or email if you want a proper response.

Lastly, please use proper grammar and spelling, and appropriate etiquette, in email communications. Should you need a refresher on email etiquette (after all, emails are not text messages), please see the following guides:

- [How to Use Proper Email Etiquette When Writing to Professor](#)
- [U Can't Talk to Ur Professor Like This](#)

CELL PHONE

Please feel free to call my cell during normal working hours. I generally return phone calls within one day. However, as noted above, communication may be irregular after 5:00 pm, on weekends, or when I'm away from campus.

CLASS TECHNOLOGIES AND DISRUPTIONS

Computers are ideally not used in the classroom; studies have shown students retain information better when hand writing notes. However, should you use your computer to take notes, you may not use it for other activities while in class (e.g., finishing other homework, visiting YouTube, shopping, and so forth). All other electronic devices must be turned off or silenced and kept out of sight during class. Violation of laptop and electronic devices policies will negatively affect your score for class participation. Anyone wishing to use a laptop to take notes in class must sit in the backrow of the class.

Repeated violations may result in the banning of laptops and other electronic devices from class.

LATE ARRIVALS AND ROLL SHEETS

If you arrive 10 minutes after the start time, you will be considered late for the class. Three late arrivals will be counted as an absence. If you arrive 30 minutes after the start time, your late arrival will be counted as an absence. The same rules apply for leaving class early. Failure to sign the roll sheet also counts as an absence; it is your responsibility to sign the roll sheet for each class.

MISSED CLASSES

If you miss a class you are responsible for getting the missed information from your classmates. This includes lecture or film notes, changed dates for exams or assignments, assignment instructions, etcetera. Get phone numbers or e-mails from three classmates now and contact them if you miss a class.

COLLEGE AND SCHOOL POLICIES

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY STATEMENT

It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, veteran status or disability.

The college's affirmative action program and related policies are developed in compliance with federal and state laws listed in the college catalogue, and in conformance with these regulations Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

AMERICANS WITH DISABILITIES ACT STATEMENT

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services.

SAFETY AND SECURITY

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor ensure you (1) sign up for [RAVE](#) alert text notification (2) download the LiveSafe app for [iPhone](#) or [Android](#). (3) View the 15 minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, "If you see something, say something" to a GGC employee. Your community needs your increased vigilance and awareness.

ACADEMIC INTEGRITY

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the Student Handbook.

ADDITIONAL CONTACT

If you have spoken with your professor and s/he is unable to address a concern you have about the course, you may contact Dr. James Lowry, Chair of Faculty of Society and Change. Email: jlowry3@ggc.edu Phone number: 470-217-1305.

ATTENDANCE POLICY

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences.

COURSE TIMELINE

Assigned readings for each day are presented below. You must read the articles *before* coming to class. Throughout the term the 'Course Timeline' may be changed as needed (including exam dates). Any changes to the syllabus will be announced in class. Do not schedule travel plans, appointments, and so forth on class days.

Review sessions will occur the class before each exam.

Key Dates (subject to change)

CITI Training Due:	Sept. 17
Exam One:	Sept. 19
Time for Interview (no class):	Oct. 17
Exam Two:	Oct. 24
Reflections on Ethnographic Data:	Oct. 31
Ethnographic Interview Analysis Due:	Nov. 10
Exam Three:	Dec. 6

Week 1 (Aug. 15)

Topic 1 Introduction to the Course

Week 2 (Aug. 20-22)

Topic 1 Anthropology: A Broad Overview

- Chapter 1: *What is anthropology and its subfields?* Pages 1-6.

Topic 2 Evolution as Foundation


- Chapter 2: *Human variation, adaptation, and evolution.* Pages 1-5.

Week 3 (Aug. 27-29)

Topic 1 Human Evolution and Origins of Modern Humans

- Chapter 2 Case Study: *How a new species challenges textbook histories.* Pages 6-9.

Topic 2 Primates and Conservation


- Chapter 3: *Primates and primatology.* Pages 1-6.
- Chapter 3 Case Study: *60 percent of primate species threatened with extinction.* Pages 6-13.
-  *Virunga: Gorillas in peril* (short documentary shown in class)

Week 4 (Sept. 3-5)

Topic 1 The Anthropocene and Human-Wildlife Interface

- Chapter 4: *Understanding humans' roles in environmental change.* Pages 1-9.

Topic 2 Considering the Ecological Consequences of Human Behavior

- Chapter 4 Case Study: *The Uninhabitable Earth.* Pages 10-22.
-  *Before the Flood* (documentary shown in class)

Week 5 (Sept. 10-12)

Topic 1 (Post)Processual Archaeology and Interpreting the Past

- Chapter 5: *Reconstructing and understanding past societies*. Pages 1-18.

Topic 2 Forensic Archaeology

- Chapter 5 Case Study: *Who Is Missing? Problems in the Application of Forensic Archaeology and Anthropology in Columbia's Conflict*. Pages 19-32.

Week 6 (Sept. 17-19)

Topic 1 Review Session

- No assigned reading.
- CITI Training Protocol is due at the beginning of class. More instructions will be provided on D2L.

Topic 2 Exam One (Thursday)

- Exam one is located on D2L under the "quizzes" tab. Instructions on exam availability will be provided on D2L under the announcements section.

Week 7 (Sept. 24-26)

Topic 1 Cultural Anthropology and Subjectivities

- Chapter 6: *Foundational elements in cultural anthropology*. Pages 1-13.

Topic 2 Consumption, Culture, and Identity

- Chapter 6 Case Study: *Designer Vandalism—Indonesian Indie Fashion and the Cultural Practice of Cut 'n' Paste*. Pages 14-30.

Week 8 (Oct. 1-3)

Topic 1 Varying Sociopolitical Organizations

- Chapter 7: *Sociopolitical organizations over time – bands, tribes, chiefdoms, and states*. Pages 1-14.

Topic 2 Nation-states and Surveilling 'Others'

- Chapter 7 Case Study: *Reconfigurations of space, power, and social networks within China's floating population*. Pages 15-32.

Note 1: Midterm grades will be posted by Oct. 4th. October 7th is the last day to withdraw with a 'W'.

Note 2: You should begin to identify possible interviewees for your course project. As people's availabilities might later change, you should locate a few people that you can interview so you will be able to complete the project on schedule.

Week 9 (Oct. 8-10)

Topic 1 Migration as a Strategizing Response to Uneven Development

- Chapter 8: *Mobilities in the age of inequities*. Pages 1-9.

Topic 2 Deterrence, Restriction, and Dehumanization

- Chapter 8 Case Study: *Introduction and Prevention through Deterrence*. Pages 10-25.

Week 10 (Oct. 15-17)

Topic 1 Methods in Cultural Anthropology and Preparing Your Ethnographic Interview

- *Assignment:* This week you will conduct your semi-structured and structured interviews with one to two acquaintances. We will spend this day workshopping how to conduct ethnographic research and analyze data. Detailed instructions on the interview and your paper/analysis will be given in class.

Topic 2 Out of class Activity: Time for Ethnographic Interview

- *Assignment:* We do not meet for this class. You will use class time to conduct your ethnographic interview(s). While your respondent might not be available during regularly scheduled class time, please use this time productively (so you can fully devote yourself to the interview *when* your respondent is available).

Week 11 (Oct. 22-24)

Topic 1 Review Session and Ethnographic Data Submission

- No assigned reading.
- Please submit the audio recording of your interview (if applicable, along with the completed Excel structured interview data) on D2L by October 22th, 11:59 pm. See below for the due date of your written analysis.

Topic 2 Exam Two (Thursday)

- Exam two is located on D2L under the “quizzes” tab. Instructions on exam availability will be provided on D2L under the announcements section.

Week 12 (Oct. 29-31)

Topic 1 Race, Racism, and Ethnic Bounding

- Chapter 9: *How human variation became tied to race, ethnicity, and racism.* Pages (forthcoming).

Topic 2 Racialization and Historical Fluctuations in Racial Identities

- Chapter 9 Case Study: *How did Jews become white folks?* Pages (forthcoming).
- *Assignment:* We will spend time discussing the ways in which assumed attributes of racial groups change over time. Reflect on themes raised in your ethnographic interview, paying attention to views or experiences of racism or intolerance. Consider the ways your ethnographic data connect to some of the issues raised in this set of readings. Be prepared to share with your peers and the class.

Week 13 (Nov. 5-7)

Topic 2 Language, Sociolinguistics, and Valuations

- Chapter 10: *Language, communication, and complexity.* Pages (forthcoming).
- Chapter 10 Case Study: *Mother Tongue.* Pages (forthcoming).

Topic 1 Gender and Persistent Inequalities

- Chapter 11: Feminist studies in sex, gender, and sexuality. Pages (forthcoming).

Note: Your written ethnographic interview analysis is due **November 10th by 11:59 pm**, submitted on D2L.

Week 14 (Nov. 12-14)

Topic 1 Family, Reciprocity, and Filial Piety

- Chapter 12 Case Study: *Child prostitution as filial duty? The morality of child-rearing in a slum community in Thailand*. Pages 13-25.


Note: While pages 1-12 in chapter 12 are not assigned, you may revisit those pages for clarification on some topics we will discuss in class.

Topic 2 Economic Precarity and Biocultural Effects

- Chapter 13: *Economic precarity, biocultural inequities, and syndemics*. Pages (forthcoming).

Week 15 (Nov. 19-21)

Topic 2 Inequality as a Basis for Societal Division and Frustration

-  *Inequality for All* (documentary shown in class)

Topic 2 Aspiration and Optimism

- Chapter 14 Case Study: *Another world is possible*. Pages (forthcoming).

Week 16 (Nov. 26-28)

No Class due to Thanksgiving Holiday

Week 17 (Dec. 3)

Topic 1 Review Session and Concluding Thoughts

- No Assigned Reading.

Finals

Topic 1 Exam Three (Dec. 6)

- Exam three is located on D2L under the “quizzes” tab. Instructions on exam availability will be provided on D2L under the announcements section.