

ANTH 1102

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Introduction to Anthropology

Spring 2020

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 term 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 OUTCOMES

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 term 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:

- **IEE-1 Clearly communicate ideas in written and oral form.**
- **IEE-2 Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.**

- IEE-3 Demonstrate effective use of information technology.
- **IEE-4 Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.**
- IEE-5 Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- **IEE-6 Demonstrate an understanding of moral and ethical principles.**
- IEE-7 Demonstrate and apply leadership principles.
- IEE-8 Demonstrate competence in quantitative reasoning.

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.

COURSE PROJECT

This term you will conduct a 'boundary crossing exercise' (or participant observation). You will pick a location that exists 'outside your comfort zone' where you can (safely) conduct participant observation. You will consider how you might lack the cultural knowledge to 'fit in', linguistic abilities to understand, or specific knowledge on how to act. Reflect on how this makes you feel and connect your analysis back to theoretical issues discussed in class (e.g.,

cultural relativism, ethnocentrism, racialization, historical particularism, migration, and so forth). More information on this activity will be provided in class.

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 (see below), 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). Please note that for classes that only meet once a week you are allowed one absence during the term without penalty. 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.

READING GUIDES

To assist you in working through the ethnographic case studies contained in your text, each chapter has a set of 'case study terms and questions'. You will submit these each class when a case study is assigned (see the reading guide below). All submissions must be handwritten and your answers to the terms and questions should be paraphrased. By not copying verbatim from the reading and answering in your own words, this allows you to demonstrate your understanding of the material. Studies show paraphrasing and writing by hand also help you better retain information.

Reading guide submissions are not graded for perfect responses. Rather, you are assessed on your overall effort to work through the readings, where you demonstrate a sincere effort to understand the course material. If you are uncertain about certain terms or questions, you should raise those questions in class during our discussions. You will eventually be tested on those materials during the exams.

Late submissions receive lower points. Reading guides are not accepted over email. No reading guides will be accepted one week after their original due date. Your 'Reading Guides' grade will be updated continuously throughout the term.

QUIZZES AND REVIEW SESSIONS

Throughout the semester there are a few 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.

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 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
Quizzes/Activities	100 points
Boundary Crossing Activity	100 points
Exam 1	170 points
Exam 2	160 points
Exam 3	170 points
Reading Guides	200 points

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

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 before each exam.

Key Weeks (subject to change)

Exam One:	Week 5
Exam Two:	Week 11
Time for Boundary Crossing Activity	Week 11
Boundary Crossing Analysis Due	Week 14
Exam Three:	Week 17

Week 1 (Jan. 7-10)

Topic 1 Introduction to the Course

Topic 2 Anthropology: A Broad Overview

- Chapter 1: *What is Anthropology and its Subfields?* Pages 1-8.

Week 2 (Jan. 13-17)

Topic 1 Cornerstones of the Discipline

- Chapter 1 Case Study: *Gods of the Upper Air – Away.* Pages 9-22.

Topic 2 Underpinnings of Evolution


- Chapter 2: *Human Evolution.* Pages 1-14.

Week 3 (Jan. 20-24)

Topic 1 Human Evolution and Origins of Modern Humans

- Chapter 2: *Human Evolution.* Pages 15-30.

Topic 2 Primates and Conservation


- Chapter 3: *Primates and Primatology.* Pages 1-13.
-  *Virunga: Gorillas in peril* (short excerpt shown in class)

Week 4 (Jan. 27-31)

Topic 1 The Anthropocene and Human-Wildlife Interface

- Chapter 4: *Understanding humans' roles in environmental change.* Pages 1-12.

Topic 2 Considering the Ecological Consequences of Human Behavior

- Chapter 4 Case Study: *The Uninhabitable Earth.* Pages 13-31.
-  *Before the Flood* (portion of documentary shown in class)

Week 5 (Feb. 3-7)

Topic 1 Review Session

- No assigned reading.

Topic 2 Exam One

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

Week 6 (Feb. 10-14)

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 20-31.

Week 7 (Feb. 17-21)

Topic 1 Varying Sociopolitical Organizations

- Chapter 6: *Sociopolitical Organizations Over Time – Bands, Tribes, Chiefdoms, and States*. Pages 1-14.

Topic 2 Nation-states and Unending Extraction

- Chapter 6 Case Study: *Blood gold in the Brazilian rainforest*. Pages 16-34.

Week 8 (Feb. 24-28)

Topic 1 Cultural Anthropology

- Chapter 7: *Foundational elements in cultural anthropology*. Pages 1-13.

Topic 2 Cultural Constructions of Gender

- Chapter 8: Feminist studies in sex, gender, and sexuality. Pages 1-13.

Note: Midterm grades will be posted by Feb. 26th. March 2nd is the last day to withdraw with a ‘W’.

Week 9 (Mar. 2-6)

No Class Spring Break

Week 10 (Mar. 9-13)

Topic 1 Language, Sociolinguistics, and Valuations

- Chapter 9: *Language and human communication*. Pages 1-16.

Topic 2 Review Session

- No assigned reading.

Week 11 (Mar. 16-20)

Topic 1 Exam Two

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

Topic 2 Out of Class Activity: Boundary Crossing

- *Assignment:* Pick a location that exists ‘outside your comfort zone’ where you can (safely) conduct participant observation. Consider how you might lack the cultural knowledge to ‘fit in’, linguistic abilities to understand, or specific knowledge on how to act. Reflect on how this makes you feel and connect your analysis back to theoretical issues discussed (e.g., cultural relativism, ethnocentrism, functionalism, historical particularism, migration, and so forth).

Week 12 (Mar. 23-27)

Topic 1 Race, Racism, and Ethnic Bounding

- Chapter 10: *How human variation became tied to race, ethnicity, and racism*. Pages (forthcoming).

Topic 2 Racialization and Historical Fluctuations in Racial Identities

- Chapter 10 Case Study: *#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social in the United States*. Pages (forthcoming).

Week 13 (Mar. 30–Apr. 3)

Topic 1 Migration as a Strategizing Response to Uneven Global Opportunities

- Chapter 11: *Mobilities in the age of inequities*. Pages (forthcoming).

Topic 2 Deterrence, Restriction, and Dehumanization

- Chapter 11 Case Study: *Introduction and Dangerous Ground*. Pages (forthcoming).

Week 14 (Apr. 6-10)

Topic 1 Reflecting on Cultural Differences and Boundary Crossing Activities

- *Assignment:* Bring your typed analysis on your boundary crossing activity to class. We will spend class time considering the types of experiences you had and the ways you navigated unfamiliar territory. Be prepared to (informally) present to the class on your experiences.

Topic 2 Family, Poverty, and Filial Piety

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


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.

Week 15 (Apr. 13-17)

Topic 1 Historical Foundations of Global Economic Precarity

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

Topic 2 The Biocultural Effects of Inequality

- Chapter 13: Case Study: *Addictive Economies and Coal Dependency*. Pages (forthcoming).
- Optional: Visit <http://playspent.org/> and complete the socioeconomic decision-making game.
-  *Inequality for All* (portion of documentary shown in class)

Week 16 (Apr. 20-24)

Topic 1 Aspiration and Optimism

- Chapter 14: *Globalization and Notions of Betterment*. Pages (forthcoming).

Topic 2 Concluding Thoughts and Review Session

- No Assigned Reading.

Finals

Topic 1 Exam Three (Apr. 30)

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