

Introduction to Anthropology

ANTH 1101.002 – Fall 2017

Time: MW 11:00am – 12:15pm **Location:** Kennedy 236



Teaching Team:



Instructor: Dr. Lydia E. O. Light

Office: Hickory 45B

Email: llight1@uncc.edu

Office Hours: MTWR 9:30-10:30 am

TA: Kataryna Flowers

TA Email: kflower6@uncc.edu

UP: Taylor Cobb

UP Email: tcobb10@uncc.edu

IMPORTANT INFORMATION ABOUT MY OFFICE HOURS: My office is located on the 4th floor of Hickory building while Barnard is under renovation. Unfortunately, this level is only accessible by stairs. If you have a mobility issue, or develop a medical condition that affects your mobility, please indicate this when requesting an appointment, and I will determine an alternate location for our meeting.

If you have questions or concerns about this, please contact me directly.

***This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

COURSE DESCRIPTION

This course will introduce students to the methods, concepts, and theories of general anthropology, the holistic study of what it means to be a human being. It will place special emphasis on the question of human diversity, or how people vary biologically, culturally, and linguistically across space and time. Students will have the opportunity to learn about the four anthropological subfields: biological anthropology; archaeology; cultural anthropology; and linguistic anthropology. We will explore the place of anthropology in the humanities and the social sciences, and we will discuss the practical, professional, and political applications of anthropology in the larger world. Particular attention will be paid to developing critical thinking skills, communication skills, and social responsibility.

REQUIRED MATERIALS

Readings: All readings will be provided as pdf files and posted on Canvas.

Classroom Response System: You will need access to the *Poll Everywhere* app for daily quizzes and exams. *Poll Everywhere* can be used with any mobile-enabled device (laptops, smartphones, or tablets). Please email me if you do not have access to a suitable device.

COURSE PREREQUISITES

There are **NO** prerequisites for this course aside from an interest in learning more about the wide variety of ways in which humans exist or have existed.

COURSE UNITS

Unit One: Anthropological Foundations

In this unit, we will discuss the history of anthropology as a discipline and some of the key concepts within anthropological thinking. We will also establish a strong understanding of human variation throughout the world, both present and past. This unit will introduce important principles that will be needed throughout the course.

Unit Two: The Human Past

The second unit will begin with an introduction to our closest living relatives, the primates. We will discuss our place in nature and how we came to be the biological species we are today. We will then look at the earliest societies and delve into the archaeological record to learn about people from the past.

Unit Three: Culture and Society

This unit will deal with foundational concepts in cultural anthropology: culture, language, and how we assign meaning. We will examine modern societies, including our own, and discuss how culture is created, maintained, and transmitted to others.

Unit Four: Current Topics in Anthropology

Our final unit will look more closely at specific areas of cultural anthropology, including the study of economics and politics in societies throughout the world. We will also look at ways in which anthropologists are contributing to current issues including globalization, climate change, and social inequality.

COURSE REQUIREMENTS

You are all expected to **take responsibility for your learning** in this course. This includes attending lectures, completing assigned readings, participating in small group and class discussions, turning in projects on time and keeping up to date on all information presented via Canvas. There will be **NO MAKE-UP** opportunities for in-class activities except in the case of **documented, university approved** excuses. Therefore, class attendance is **crucial** for successful completion of the course. All of you are encouraged to visit me during my office hours for assistance.

READING: Frequent readings will be required for this course. To maximize your chances for succeeding in this course, you should complete the assigned reading **BEFORE** we cover the material in class. Additionally, you should critically engage with the material as you read it.

LEARNING TEAM WORK: **This course is designed as an active learning class and will therefore rely heavily on group activities.** You will be assigned to small groups for in-class discussions and activities and will remain with the same group for each of the four course units. Group exercises will be turned in at the end of the activity period and will be graded. Each exercise will be worth 10 points and 19 exercises will be completed over the semester. The highest 14 activity scores will be counted towards your final grade. All group members will receive the same grade for the group exercises. However, feedback will also be collected at the conclusion of each unit. You will be asked to assess the level and quality of participation of your fellow group members. Group feedback and personal observations by the instructor will be used to grade each student's participation.

VIDEOS: Throughout the semester, I will be showing videos that help clarify or expand on topics covered in class. The videos do not serve to fill empty time, but should instead be considered valuable learning material. You will be asked to write short response papers worth 10 points each. Video response papers are due **prior to the beginning of the next class** and **MUST** be submitted as Microsoft Word files via the "upload document" feature on Canvas.

QUIZZES: Reading quizzes will be given **at the start** of class and will assess your understanding of the readings assigned for that day. You will need your clicker to complete the quizzes and you are required to finish the individual quiz in the **first five minutes** of class. Following completion of the individual quiz, Learning Teams will be asked to re-take the same or a similar quiz as a team. The highest 30 quiz scores (15 individual, 15 group) will be counted towards your final grade.

EXAMS: Four exams will be given throughout the semester, each worth 50 points. Students will be required to sign in to Canvas to complete their exams online. Only the highest three grades will be counted towards your final grade. Each exam will consist of multiple-choice, true/false, and matching questions. The exams will cover information included in **readings, lectures, videos and class discussions**. There will be **NO MAKE-UP EXAMS** except in the case of **documented, university approved** excuses. If you do have a valid excuse, I require that you contact me **within 24 hours** from the scheduled time of the exam (or 24 hours from when you are bodily able to contact me) to request a make-up exam.

GRADING

Assessment	Points	Approximate percent of final grade
Three Exams	150 points	25%
Individual & Group Quizzes	225 points	37.5%
Individual Quizzes	(150 points)	
Group Quizzes	(75 points)	
Learning Team	165 points	27.5%
Work	(140 points)	
Participation	(25 points)	
Video Response Papers	60 points	10%
Total	600 points	100%

Final course grades will be assigned as follows:

A	540 and up	90-100%
B	480-539	80-89%
C	420-479	70-79%
D	360-419	60-69%
F	359 and below	<60%

Extra Credit: Extra credit questions may be added to the end of an exam; however, there will be **NO individual extra credit assignments given at the students' request.**

GRADE DISPUTE POLICY

If you feel I have made a grading or recording error with your course grades, you **MUST** contact me to discuss the issue within **2 weeks** of when the grade is posted on Canvas or by the last day of class if during the final two weeks of the semester. Any disputes brought to my attention after that point will not be addressed as you are responsible for monitoring your grades.

CLASSROOM BEHAVIOR

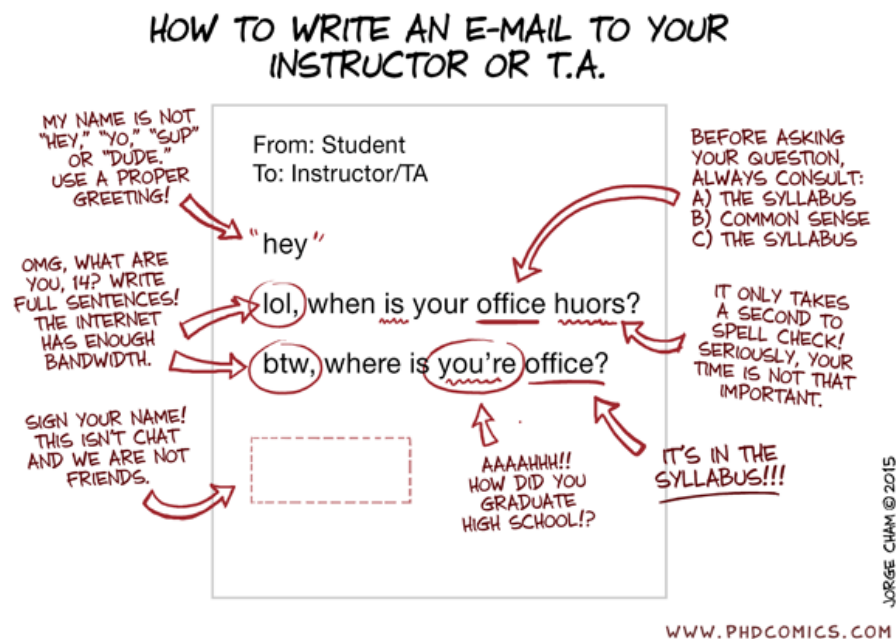
My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the TA, and the instructor. I hold the following expectations for my students:

- 1) All cell phones (smart or dumb) and other personal electronics must be **turned off before the start of class** and kept out of sight. If you are using a laptop, I ask that you use it **only for taking notes or completing in-class activities**. If you have extenuating circumstances, please contact me.
- 2) To reduce in-class distractions, please **remain seated during class**. If you know you need to leave prior to the end of class, please speak to me before class begins.
- 3) Please save your personal discussions for after class and avoid interrupting classmates.
- 4) Arrive **on-time** for class and refrain from packing up your belongings before the class is finished. While it is reasonable to be late occasionally, habitual tardiness is not acceptable. If you have extenuating circumstances, please contact me.

- 5) Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further and may subsequently lose opportunities for course credit.

COMMUNICATION POLICY

I try to be available to students as much as possible. In addition to being available during office hours, feel free to email me at lighth1@uncc.edu with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, I will not respond to the email. Also, if the email is not written in a professional manner, I will request ONCE that you follow proper formatting, after which I will stop communicating with you via email.



ACADEMIC ASSISTANCE & ACCOMMODATIONS

I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

SCHOLASTIC DISHONESTY

While I recognize that adjusting to college academics can be a challenging time, I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate

grading opportunities or inappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. I reserve the right to ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or [online](#).

TITLE IX REPORTING POLICY

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: 1) University Counseling Center (counselingcenter.uncc.edu); 2) Student Health Center (studenthealth.uncc.edu); or 3) Center for Wellness Promotion (wellness.uncc.edu). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

REVISIONS POLICY

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by changes to this syllabus posted on the course in Canvas.

***This syllabus contains the policies and expectations I have established for Introduction to Anthropology. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

TENTATIVE SCHEDULE

	Week	Date	Class Topic	Assignment Due	
UNIT ONE	1	Aug 23	Introduction		
	2	Aug 28	Anthropology	Reading 1	
		Aug 30	Evolutionary Theory	Reading 2	
	2	Sept 4	NO CLASS – Labor Day		
		Sept 6	Human Variation	Reading 3	
	3	Sept 11	Video – <i>Race: The Power of an Illusion</i>		Reading 4
		Sept 13	Modern Human Variation	Reading 5A and 5B	Video Response #1 DUE!
4		Sept 18	EXAM 1		
UNIT TWO	4	Sept 20	Primatology	Reading 6	
	5	Sept 25	Human Origins	Reading 7	
		Sept 27	Human Past	Reading 8	
	6	Oct 2	Video – <i>Decoding Neanderthals</i>		
		Oct 4	Early Societies	Reading 9	Video Response #2 DUE!
		7	NO CLASS – Fall Recess		
	7	Oct 11	Material Culture	Reading 10	
		8	Oct 16	Video – <i>Mystery of Easter Island</i>	
UNIT THREE	9	Oct 23	Culture	Reading 11	
		Oct 25	Language	Reading 12	
	10	Oct 30	Video – <i>The Linguists</i>		
		Nov 1	Religion	Reading 13	Video Response #4 DUE!
	11	Nov 6	Kinship	Reading 14	
		Nov 8	Video – <i>The Lost Mummies of New Guinea</i>		
	12	Nov 13	Identity and Human Relationships	Reading 15	Video Response #5 DUE!
		Nov 15	EXAM 3		
	UNIT FOUR	13	Nov 20	Economics	Reading 16
			Nov 22	NO CLASS – Thanksgiving Break	
14		Nov 27	Politics & Social Inequality	Reading 17	
		Nov 29	Video – <i>Hunters of the South Seas</i>		
15		Dec 4	Environment and Culture Change	Reading 18	Video Response #6 DUE!
		Dec 6	Globalization and Applied Anthropology	Reading 19	
EXAM 4: Monday, December 11 11:00 am – 1:30 pm					