

HONORS ANTHROPOLOGY 201 (002): Introduction to Anthropology Clemson Thinks²

MWF 11:15am-12:05pm, 131 Brackett Hall
Clemson University—Spring 2016

Professor: Melissa Vogel (mvogel@clemson.edu), 656-0837

Office hours: 123C Brackett Hall, MW 12:15-1:15pm & by appointment

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CLEMSON THINKS²

This course is part of the Clemson Thinks² (CT2) critical thinking experiment, a program aimed at improving student critical thinking skills. Memorizing facts and being able to repeat definitions is not a sufficient skill set to address the complex problems facing our world today. You need to develop the ability to critically evaluate how knowledge is constructed and the assumptions underlying that knowledge. We will engage in specific learning strategies that are outlined in the course schedule that will help you to deliberately think about your own thinking process and the assumptions underlying the field of anthropology.

As part of the CT2 program, we will measure critical thinking skills through the California Critical Thinking Skills Test (CCTST) given at the start and end of the course. Although the CCTST will not influence your grade, it will be used in the overall assessment of the Clemson CT2 program and help me to tailor this course to optimize your learning experience. Please complete the test carefully and thoughtfully.

STUDENT LEARNING OUTCOMES:

- Effectively communicate complex ideas
- Explore anthropological theories and methodologies across sub-disciplines.
- Analyze evidence for evolutionary taxonomies and hominid behavior.
- Interpret the archaeological record to understand past human behavior.
- Compare human behavior across cultures using ethnographic data.
- Synthesize alternate findings into clear and well-reasoned arguments.
- Extrapolate anthropological methodologies to solve modern human problems.

CT² ARTIFACTS:

There are a variety of assignments in this course that you can utilize as artifacts to demonstrate your refinement of critical thinking skills over the term (e.g., poster, writing assignments and in-class exercises). The products you create may provide a good option to include in your learning Portfolio to demonstrate critical thinking skills.

GENERAL EDUCATION COMPETENCIES:

As both a “cross-cultural awareness” and “social science” general education course, this class provides opportunities and “artifacts” to expand your learning portfolio by:

- a. enhancing your awareness of world cultures and cultural diversity;
- b. introducing you to several anthropological research methods;
- c. exploring the causes and consequences of past and present human actions;

- d. gaining a better understanding of current global issues;
- e. comparing different perspectives to develop more critical thinking;
- f. developing abilities to analyze and communicate information more effectively.

COURSE DESCRIPTION AND GOALS:

This course will provide students with an introduction to the four subfields of anthropology: cultural, linguistic, physical, and archaeology. The emphasis will be on the study of culture, and students will learn how to see the world through an anthropological lens. Anthropological method and theory will be addressed as well as individual case studies in each subfield. Through readings, lectures, discussions, and independent research, students will examine major concepts in each subfield and explore the contributions that each can make to our understanding of human societies.

Student Cautions: This is a sophomore-level course at a nationally ranked university, so you can expect a rigorous class geared to that level. As a broad survey of anthropology, this course is “information intensive.” Thorough class notes are necessary in order to do well. Educational experts agree that university-level note taking assists in the learning process, so I do not post my lecture notes or slides on Blackboard. Please do not ask for them. However, I do post lecture outlines under “Course Information,” and if there is anything that you do not understand in lecture, please ask the TA or I for assistance.

In order to achieve an “excellent” grade, it is essential that you keep up with the readings and lecture notes and perform consistently well throughout the semester. Please don’t expect to “coast” for most of the semester, then cram at the last minute.

REQUIRED TEXTS: *Anthropology* 2nd ed. by B.D. Miller and B. Wood (2007)

To view the companion website, which is NOT required, you must buy the pack that includes an access code or purchase a code separately online.

The Ceren Site: An Ancient Village Buried by Volcanic Ash in Central America (Case Studies in Archaeology) 2nd ed. by P. Sheets (2005)

Additional readings are posted on blackboard in folders by week. You can read the articles online or print them out. ***I highly recommend** printing these **early** so you will have them when you need them.

COURSE REQUIREMENTS AND GRADING:

To be successful in this class, you are expected to have readings completed for the date assigned and be prepared to discuss them in class. I will evaluate your work as objectively as possible. Grading will be based on the following breakdown:

Participation:	15% = 90 pts.
3 CT ² assignments (100 pts each):	50% = 300 pts.
1 st Exam:	11.6% = 70 pts.
2 nd Exam:	11.7% = 70 pts.
3 rd Exam:	11.7% = 70 pts.
<hr/> Total:	<hr/> 100% =600 pts.

Attendance and participation are essential for your success in each class. You will be awarded participation points when you come to class prepared, and demonstrate basic comprehension of the topics discussed in the textbook. We will engage in frequent in-class activities and discussions and it will be necessary for you to arrive having read and thought about the readings. No makeup in-class assignments will be given—if you are late or absent for class you will receive **0 points**.

Exams are open book/notes and will cover material from lectures, readings, videos, and class discussions. **Makeup exams** will be given **only** in the case of a documented medical emergency (e.g., you are in the hospital) or if you must attend a university-sponsored event (prior notice and proper documentation still required). Email me immediately if you must miss an exam for one of the reasons described above. You will take the makeup exam as soon as possible at a time convenient for both of us.

In accordance with university policy, your grades are available to you at any time. Any grade challenges must be presented ***in writing with detailed justifications*** within three days of receiving the grade. Assignments are always due at the start of class. Students with appropriate university documentation for disabilities will be fully accommodated.

CLASSROOM GUIDELINES:

This is a college-level course and an attentive, responsive class will create a positive class atmosphere. Therefore the following behaviors are unacceptable during class: **texting or other use of your cellphone**, using your laptop for **anything other than taking notes**, side conversations with your neighbors, reading anything not assigned for the course, sleeping, disrupting class verbally or physically, and rude conduct towards other class members or the professor. Please arrive on time, stay for the entire class period, and turn all cell phones off **or they may be confiscated**.

Enforcement of these guidelines:

Creating a courteous and positive learning environment is extremely important to your success in this class. If the above guidelines are violated, the following will occur:

First offense: verbal warning

Second offense: violator will be asked to leave

****If you refuse to leave class I will call security to have you removed.****

Please follow common courtesy in your emails with Dr. Vogel. For helpful guidelines, see: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

If you find yourself falling behind in school for personal or academic reasons, please see me rather than simply stop attending class. If I know there is a problem, I can direct you to the proper resources. Students who wish to drop this class must follow appropriate university procedures to do so. **Please do not simply stop attending, or ask for a grade change after the final**—it is too late then.

Note: This course presents the commonly-held anthropological perspectives on topics within Anthropology, not the professor's personal opinions. Feel free to consult the textbook at any time for verification. Please be aware that anthropological ideas may differ considerably from your pre-existing opinions about the world and our place in it.

ATTENDANCE POLICY:

Regular attendance is necessary for academic success in this course; therefore students are expected to attend all classes and take detailed notes. Proper note-taking skills have been proven to improve academic performance, thus Powerpoints will NOT be posted online. Take this opportunity to develop this important skill. Your grade requires that you not only attend class but also actively participate in discussions and activities. A student who misses too many classes may be administratively withdrawn. If you miss a lecture, you must get notes from a classmate. **Please do not ask me or the TA for notes.** Be on time for exams or it may affect your grade.

PLAGIARISM:

All work turned in on tests and papers must be your own. Academic dishonesty in any form is not tolerated, and violators will be punished with the maximum penalties. Any material taken word-for-word from any source must be put in quotes and the source information must be provided completely. Work from other students, the internet, or any paper-writing service may not be used under any circumstances. Plagiarism is stealing. When in doubt, provide citation information. You may **NOT reuse work** from previous or current courses in this class.

CT² Assignments by subfield:

1. Biological Anthropology: Evolutionary Traits debate **due: Feb. 3**

Using articles on the evolution of human behaviors and physical traits you will debate current ideas on these issues and evaluate them given the evidence provided.

2. Archaeology: Cerén Case Study **due: Feb. 24**

Comparing the site of Cerén in El Salvador with heavily looted sites such as Slack Farm in Kentucky, explain the importance of provenience and context in the interpretation of the archaeological record in a poster presentation. Include discussion of such issues as preservation, ethics, stewardship and ownership of the human past.

3. Cultural Anthropology: Ethnographic observation **due: Apr. 4**

You have one major writing assignment which requires independent field research. Choose a location in which to make observations of human behavior—preferably not your dorm or apartment building. Conduct ethnographic fieldwork in this location, making observations of human behavior and looking for evidence of the cultural norms that may be governing that behavior. Some examples of locations are: waiting rooms, crosswalks, elevators, malls, restaurants, etc. It's best to find a place with people of various genders, ages, and ethnicities. Do not focus on only one small group; look for both patterns and variation in behavior. Interaction through cyberspace does not count. You should spend at least an hour observing on your own—this is not a group project. Please feel free to discuss your papers with me or the TA.

- **Use the following subtitles (in this order) in your report:**
 1. Introduction-10pts: brief paragraph description of the time and place observed
 2. Methods-15pts: the methods you used for selecting the location, making and recording observations, and creating ethnographic interpretations
 3. Observations-25pts: detailed description of the behaviors you observed, the participants, and any relevant aspects of the environment in which these activities took place
 4. Interpretations-25pts: an analysis of the cultural norms you believe informed the activities you observed—be sure to explain your evidence
 5. Discussion-15pts: a brief discussion of what you learned more broadly from your study about the difficulties of conducting participant observation and interpreting human behavior, as well as the hazards of ethnocentric interpretations

NOTE: Mechanics are an additional 10 pts., so number the pages, use the subtitles listed above, and be sure to proofread for spelling and grammatical errors. Use complete sentences and first person perspective (do not cite others' work). Papers should be **5-6 double spaced pages**, with 1 inch margins and font no bigger than 12 point. You will bring a hard copy, stapled, to class.

You will also submit your paper via Blackboard, to the TurnItIn website. This website checks for evidence that your work is original by comparing it to sources stored on the internet as well as to the work of your classmates and of students from universities around the world. I take this step for your protection as much as mine. Please note papers are due by the time class starts. **NO LATE PAPERS ACCEPTED.

GENERAL WRITING TIPS FOR ANTHROPOLOGY:

If this is your first anthropology course or if you'd just like some guidelines for how to write from an anthropological perspective, here are a few tips for how to write an anthropology paper. Thinking about these questions while reading the assignments for the class will help you to gain a greater understanding of the works and hopefully improve the clarity and effectiveness of your writing.

1. Think of your audience as your fellow classmates: people who are familiar with anthropology and its terms, but not the specifics of your case study or problem.
2. **Proofread** for grammar and punctuation; spell check won't catch it if you type "quiet" instead of "quite," or "where" instead of "were."
3. Don't forget to give your paper a **title**.
4. Point out anything that caught your attention, whether positive or negative.
5. What methodology was used? Research questions? How was data collected?
6. What counts as evidence: observed behaviors, testimony, material culture, etc.?
7. Give concrete examples, use quotes, paraphrase, and compare/contrast.
8. Most importantly, make sure to follow the directions specific to each assignment.**

ADDITIONAL INFORMATION AND RESOURCES:

In the unlikely event that the instructor or TA is late for class, please wait at least fifteen minutes. If class should be cancelled for any reason (e.g., inclement weather), **all readings/assignments/exams for BOTH the missed day(s) AND the current day will be due on the day that classes resume.** Please note that classes will be cancelled only with official university announcements.

*I do my best to respond to student emails in a timely fashion. However, I am not available all day every day. Please contact me in advance if you have questions. If you really need to talk to me, make an appointment—office hours sometimes fill up.

I recommend that students make use of the learning tools provided on the textbook website, and may want to form study groups to prepare for exams. A discussion board has been provided on Blackboard to help students locate study partners. For more information on time management, study skills, improving your writing or note-taking, please contact the Academic Success Center at www.clemson.edu/asc, consult www.clemson.edu/collegeskills, or ask for assistance.

LECTURE TOPICS AND READINGS:

Jan. 6	Course Introduction and Introduction to Critical Thinking. What is anthropology? Text: Ch. 1 *Complete CCTST Pretest*
Week 1:	
Jan. 11	Culture and Anthropological Thought Text: Ch. 2
Jan. 13	Physical Anthropology I: Related Science Text: pgs. 65-85, Root-Bernstein/McEachron
Week 2:	
Jan. 18	<i>Martin Luther King Day (NO CLASS)</i>
Jan. 20 & 22	Physical Anthropology II: Nonhuman Primates Text: Ch. 5
Week 3:	
Jan. 25 & 27	Physical Anthropology III: Fossil Hominids Text: Ch. 6 and 7
Week 4:	
Feb. 1 & 3	Physical Anthropology IV: Emergence of Modern Humans Text: Ch. 8 **EVOLUTIONARY TRAITS DEBATE—Feb. 3** **1st EXAM**
Feb. 5	
Week 5:	
Feb. 8 & 10	Physical Anthropology V: Contemporary Human Variation Text: Ch. 10 Archaeology I: Methods and Issues Text: pgs. 90-99, ch. 9 and Bonnichsen/Schneider

Week 6: Feb. 15 & 17	Archaeology II: Development of Complex Society Text: Ceren case study
Week 7: Feb. 22 & 24	Cultural Anthropology I: Methodology and Modes of Production Text: pgs. 99-115 and Ch. 11 **ARCHAEOLOGY POSTER DUE—Feb. 24**
Week 8: Feb. 29 & Mar. 2	Cultural Anthropology II: Reproduction and Medical Anthropology Text: Ch. 12 and 13
Week 9: Mar. 7 & 9	Cultural Anthropology III: Kinship & Gender Roles Text: Ch. 14 and Fausto-Sterling
Mar. 11	**2nd EXAM**
Week 10: Mar. 14-20	<i>SPRING BREAK</i> (no classes)
Week 11: Mar. 21 & 23	Cultural Anthropology IV: Social and Political Organization Text: Ch. 15 and 16
Week 12: Mar 29 & 31	Cultural Anthropology V: Religion Text: Ch. 18
Week 13: Apr. 4 & 6	Art, Symbols and Images Text: Ch. 19 **ETHNOGRAPHIC OBSERVATION DUE—Apr. 4**
Week 14: Apr. 11 & 13	Linguistic Anthropology: Language and Communication Text: Ch. 17, Bohannan and Maltz/Borker
Week 15: Apr. 18 & 20	Development Anthropology and Global Change Text: Ch. 21 and Bodley *Complete CCTST Posttest*
Tues. Apr. 26	FINAL EXAM 9-10:30am

I reserve the right to modify this syllabus during the semester if necessary. In that case you will be notified by email, an announcement in class, and on Blackboard.