

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ANTH 201**  
**Course Title: Introduction to Anthropology**

**Year: 2020-2021**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

Anthropology is a discipline that studies every phase of human existence, from the genesis of humans and their physical and cultural evolution, to the study of modern human life ways and sociocultural orientations across the globe. This course is designed to broaden the student's worldview of people living in both past and present cultures. The student will be introduced to the four basic fields of anthropology: Biological Anthropology (physical, primates, and genetics), Archaeology (Ancient Civilizations), Sociocultural Anthropology (ethnography), and Linguistic Anthropology. A fifth subfield of Applied Anthropology that investigates the effect of globalization on living cultures may also be explored. ANTH 201 fulfills the SUNY General Education Social Sciences requirement. Prerequisites: Prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

### **Course Context/Audience**

This is an introductory survey course for social science majors and others interested in global or historical studies. It is part of the Liberal Arts Social Sciences curriculum and can be used as a social science or liberal arts elective. It fulfills the SUNY GEN ED Social Sciences requirement and should be accepted as a social science (liberal arts) course for transfer purposes.

ANTH 201 contributes to the following outcomes of the Liberal Arts-Social Sciences degree program:

- a. Demonstration of a range of appropriate and effective written and oral communication skills that reflect social scientific analysis, reasoning, and argumentation.
- b. Determination of when social science information is needed and demonstration of the ability to locate, critically evaluate, and effectively use such information.
- c. Application of social science research skills, methods, and theoretical principles.
- d. Demonstration of an understanding of global interdependence and an appreciation of human behavior within diverse cultural contexts.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

### Course Goals

As a result of completing Introduction to Anthropology, the student will:

1. Learn that Anthropology is an integrated science of five subfields: Physical Anthropology, Archaeology, Cultural Anthropology, Linguistic Anthropology, and Applied Anthropology which contribute to the tested body of knowledge and theory about the nature of humans as traced through the past up to the present.
2. Apply the knowledge and theory to both ancient and contemporary cultures.
3. Examine ancient and contemporary cultures from multiple perspectives and synthesize anthropological concepts (such as ethnocentrism and cultural relativism) with various components of these cultures.

### Course Objectives/Topics

Objective/Topic	% Course
The student will be able to understand the scope of anthropology, how it relates to other disciplines, and apply it to his/her own life and vocation.	20%
The student will be able to describe the major theories of anthropology and apply them to ancient and contemporary cultures and evaluate their effectiveness in understanding the given culture.	10%
The student will be able to describe the major anthropological concepts in the sub discipline of Physical (biological) Anthropology. This includes the study of primates, fossil records, and "race".	20%
The student will be able to describe the major anthropological concepts in the sub discipline of Archaeology which include the study of ancient civilizations and dating methods.	20%
The student will be able to describe the major anthropological concepts in the sub discipline of Linguistic Anthropology, (e.g. animal and human communication, verbal and nonverbal, sociolinguistics, etc.)	20%
The student will be able to describe the major anthropological concepts in the sub discipline of Cultural Anthropology, i.e., ethnographic methods, enculturation, cross-cultural studies, etc. Note: ANTH 202, Cultural Anthropology, is offered both semesters.	20%
The student will be able to describe the major anthropological concepts in the sub discipline of Applied Anthropology, i.e. small scale development projects, NGOs, current global challenges.	20%
The student will be able to analyze components of the modern world system and synthesize anthropological concepts and theory, (e.g., World Systems theory with the contemporary process of globalization.)	10%
The student will be able to navigate the academic journal databases, retrieve and evaluate sources and synthesize these with an anthropological theme.	20%
The student will be able to demonstrate in-depth knowledge based on sound academic research in two areas (independent of class lectures and discussions) and will express this through research papers and oral presentations. Some suggested research areas are ancient civilizations, primate studies, and the impact of globalization on specific cultures.	30%
The student will be able to understand the methods and tools used by anthropologists to gather evidence for theories and knowledge about people's physical and cultural development.	10%
The student will be able to practice cooperative team work in the context of class exercises, and joint research project(s), in pairs or small working teams.	30%
The student will be able to practice oral presentation skills in teams, with a partner before the class, and also individually before the class.	20%
Note: Because student mastery of the knowledge, skills and understanding of the individual objectives overlap, the sum of the amounts of class time assigned to each objective exceeds 100 percent.	

**General Education Goals - Critical Thinking & Social/Global Awareness**

<p><b>CRITICAL THINKING OUTCOMES</b></p>	<p><b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ Develop meaningful questions to address problems or issues.</li> <li>➤ Gather, interpret, and evaluate relevant sources of information.</li> <li>➤ Reach informed conclusions and solutions.</li> <li>➤ Consider analytically the viewpoints of self and others.</li> </ul>	<p>Mini assignments will explore issues in the subfields of primatology and linguistics that the student explores and presents to class.</p> <p>Students are asked to choose an Ancient culture and conduct in-depth research. Students will consult academic anthropological journals as well as anthropological books.</p> <p>Students are asked to create and then explore a research question, synthesizing information from a variety of sources. Almost all of our class activities and assignments focus on expanding ones world view, by practicing cultural relativism as we read and write about other cultures.</p> <p>Cross-cultural analysis invites students to not only understand another culture, such as a classic civilization, but to also use that as a mirror to examine one's own culture and where one is in that culture. Self-reflection often takes place in small group discussions.</p>
<p><b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b></p>	<p><b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>This course centers on expanding students' worldviews by increasing their understanding of peoples of various cultures. Almost all of our class activities and assignments focus on expanding ones world view, by examining how human cultures operated over time.</p> <p>Through cross-cultural comparison students have a clearer understanding of their own actions socially. Reflection is facilitated in class discussion, written work and in small group discussions.</p> <p>It is suggested that one section of this course focus on the topic of globalization using Applied Anthropology, thus examining the larger forces that influence economies across the world.</p> <p>This may or may not be addressed, depending on the topic chosen within the topic area of Globalization. How cultures adapt to their given physical environment will be examined.</p> <p>Students are encouraged to attend campus cultural events such as the international women's panel and then write reflections.</p>

## Instructional Methods

A combination of approaches to match the vast array of student learning styles seems to work well. This includes lecture combined with active classroom dialogue; small group work on specific tasks and mini-demonstrations to the class; team research (in groups of four or so); team oral presentations to the class (including an activity that engages the class in active learning); one to two computer lab sessions (instructor provides training and consultation to research); student facilitation of small groups; local field trips if feasible.

The instructor can also join students attending cultural campus events.

## Methods of Assessment/Evaluation

Method	% Course Grade
Exam(s) and Quizzes	30%
Mini-assignments	20%
Research Project - paired/individual/ or team	10-20%
Research Project II	10-20%
Oral presentation(s) Individual and team	10-20%
Class Participation	10%

## Text(s)

Anthropology: The Exploration of Human Diversity, Conrad Kottak, Latest Edition, McGraw Hill.

Recommended:

OR

Anthropology: A Global Perspective, Raymond Scupin, Latest Edition, Prentice Hall.

Recommended:

Additional material on Ancient Civilizations is recommended.

## Bibliography

### Journals:

African Forum  
African Studies Bulletin  
Archeology  
American Anthropologist  
Americas  
Asia and Africa Review  
Asian Survey  
Bioscience  
Heredity  
Human Biology  
Journal of Asian Studies  
Journal of Genetics Psychology  
Modern Language Journal  
National Geographic  
Natural History  
New York Times Magazine Section  
Popular Archaeology  
Research Quarterly  
Science  
Science News  
Scientific American

### Classic Works in Anthropology:

Ardrey, Robert: Territorial Imperative  
Benedict, Ruth: Patterns of Culture

Revised Spr 14

Boas, Franz: The Mind of the Primitive Man  
Brameld, T.: The Remaking of Culture  
Carthy, J.D.: Natural History for Aggression  
Clark, LeGros: They Sang for Horses  
Dalton, George: Tribal and Peasant Economics  
Davies, A.F. ed: Australian Society  
Durkheim, Emile: Elementary Forms of the Religious Life  
Eggen, Fred: The American Indian  
Herskovitz, M.J. Cultural Anthropology  
Hawkes, Jacques: World of the Past (2 vols.)  
Jacobs, Melville: The Anthropologist Looks at Myth  
Kluckhohn, Clyde: Mirror for Man  
Kroeber, Alfred: Anthropology  
Levi-Strauss, Claude: Structural Anthropology  
Linton, Ralph: The Study of Man  
Malinowski, Bronislaw: Argonauts of the Western Pacific  
Mead, Margaret: Coming of Age in Samoa  
Radcliffe-Brown, A.R.: The Andaman  
Redfield, Robert: The Folk Culture of the Yucatan  
Sapir, Edward: Language  
Tax, Sol: Horizons in Anthropology  
Turnaball, C.M. The Lively African  
Tylor, Edward: Primitive Culture  
Vaillant, G.C.: Aztecs of Mexico

More Recent Anthropological Works:

Emerson, Fretz, and Shaw: Writing Ethnographic Fieldnotes  
Schensul, Schensul, and LeCompte: Essential Ethnographic Methods  
Tannen, Deborah You Just Don't Understand

Primate and Human Evolution:

Brace, D.L. and M.F.A. Montagu: Man's Evolution  
(Introductory presentation of human evolution. All of Brace's particular viewpoints are presented in a very stimulating way.)

Buettner-Janusch, J. :Origins of Man  
(Comprehensive treatment of primate and human evolution from the viewpoint of a primatologist. Emphasis placed upon fossil and living primates.)

Campbell, G.G.: Human Evolution  
(A detailed consideration of evolutionary principles, the evolution of anatomical complexes and behavior.)

Clark, W. LeGros: History of the Primates  
(Very general survey of primate and human evolution.)

Clark, W. LeGros: Fossil Evidence for Human Evolution  
(Detailed consideration of evidence (fossil) for hominid evolution. Little about non-hominids.)

Coon, D.S.: The Origin of Races  
(Very detailed compilation of evolutionary evidence in support of Coon's very controversial views.)

Dobzhansky, T.:Mankind Evolving  
(Consideration of the fossil record.)

Hulse, F.S.:The Human Species  
(Probably the best balanced presentation of hominid evolution, past and present.)

Lasker, G.W.:The Evolution of Man

Revised Spr 14

(A brief review of general physical anthropology, very sound treatment but requires considerable parallel lecture due to its brevity.)

Napier, J.R. and P.H.: Handbook of the Living Primates

Carpenter, C.R.: Naturalistic Behavior of Nonhuman Primates  
(Collection of classic papers.)

Howells, William: Ideas on Human Evolution  
(Collection of essays on human evolution by various authors between 1949 and 1961.)

Washburn, S.: Social Life of Early Man  
(Collection of papers dealing with social behavior and evolution of human and nonhuman primates.)

Day, M.: Guide to Fossil Man  
(The more important fossil hominids are briefly described and illustrated.)

### **Other Learning Resources**

<b>Audiovisual</b> Check with the media desk for an update listing on DVDs available.
<b>Electronic</b> No resources specified Using an on-line platform is encouraged in order to provide the students with extra materials and mini lectures (optional), as well as posting Videos. You Tube videos can be helpful for the genetics and primates sections.
<b>Other</b> No resources specified