Tompkins Cortland Community College

Master Course Syllabus

Year: 2023-2024

Course Discipline and Number: ANTH 201

Course Title: Introduction to Anthropology **Credit Hours: 3**

I. 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 the ways of modern human life 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 of, or concurrent enrollment in, ENGL 100. 3 Cr. (3 Lec.) Spring and occasional fall semesters.

II. Additional Course Information:

1. This course is an option for the Restricted Social Science Elective in the International Studies A.S. major.
2. This course can fulfill a social science, liberal arts, or unrestricted elective.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe a focus area of one ancient civilization based on anthropological sources.
2. Apply cultural relativism to examine a current cultural issue.
3. Describe one aspect of primate behavior based on anthropological sources.
4. Orally communicate a clear understanding of a cultural issue.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
ILO: Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #4: Orally communicate a clear understanding of a cultural issue.

ILO: Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLO #2: Apply cultural relativism to examine a current cultural issue.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur. Click here to enter text.

Specify the Academic Program
Social Science A.S.

PLO #1 - Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
SLO #4 Orally communicate a clear understanding of a cultural issue.

PLO #3: Investigate a question using the research process of at least on Social Science discipline.
SLO #4 Orally communicate a clear understanding of a cultural issue.

International Studies A.S.

PLO #1: Build cross-cultural awareness and understanding of multiple and intersecting dimensions of cultural diversity (including, but not limited to, race, ethnicity, gender, nationality, religion, language, class, physical environment, economics).
SLO #1 Describe a focus area of one ancient civilization based on anthropological sources.

SLO #4 Orally communicate a clear understanding of a cultural issue.

PLO #2: Demonstrate an understanding of culture groups and apply social science to explore specific human problems and concrete solutions that places local cultures at the center of decision-making.
SLO #4 Orally communicate a clear understanding of a cultural issue.

PLO #3: Demonstrate rigorous research skills and strong written and oral presentation skills.
SLO #2 Apply cultural relativism to examine a current cultural issue.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:
a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

a. perform the basic operations of personal computer use;
b. understand and use basic research techniques; and
c. locate, evaluate and synthesize information from a variety of sources.

☒ GENERAL EDUCATION CATEGORY - Area(s): **Social Science**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which course outcome(s) are aligned with the SUNY outcomes for that category:

Social Sciences

- Describe major concepts and theories of at least one discipline in the social sciences.
  SLO #1 Describe a focus area of one ancient civilization based on anthropological sources.

- Demonstrate an understanding of the methods social scientists use to explore social phenomena.
  SLO #4 Orally communicate a clear understanding of a cultural issue.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Biological Anthropology (physical, primates, and genetics)
2. Archaeology (Ancient Civilizations)
3. Cultural Anthropology (ethnography)
4. Linguistic Anthropology
5. Applied Anthropology (global issues and globalization)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exam(s) and Quizzes	20-30%
2. Mini-assignments	10-20%
3. Mini Research Project I - paired/individual/ or team	10-20%
4. Mini Research Project II - paired/individual/ or team	10-20%
5. Oral presentation(s)	10-20%
6. Discussion participation	10-20%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. Kottak, Conrad Phillip. *Window on Humanity: A Concise Introduction to Anthropology.* Current or past edition**.** McGraw Hill. ISBN-978-0-07-353103-0

OR

2. Haviland, William, Prins, Harald, Walrath, Dana, &. Bunny McBride. *The Essence of Anthropology*. Current or past edition. Thompson Wadsworth. ISBN 0-534-62371-9

OR

3. Lavenda and Schultz. *Anthropology: What Does it Mean to be Human?* 5th or current edition. Oxford University Press. ISBN 978-0-19-753446-5

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Scupin, Raymond. *Anthropology: A Global Perspective*, current edition, Prentice Hall.

2. Academic Journals:
African Forum, Archeology, American Anthropologist, Americas, Asia and Africa Review, Asian Survey, Human Biology, Journal of Asian Studies, Modern Language Journal, National Geographic, Natural History, New York Times Magazine Section, Popular Archaeology, Research Quarterly, Science News, Scientific American

3. Classic Works in Anthropology:
Benedict, Ruth. *Patterns of Culture*; Boas, Franz. *The Mind of the Primitive Man; A*rk, 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;* Eggan, Fred. *The American Indian*; 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*; Vaillant, G.C. *Aztecs of Mexico*

4. More Recent Anthropological Works on conducting research:
Emerson, Fretz, and Shaw. *Writing Ethnographic Fieldnotes*; Schensul, Schensul, and LeCompte. *Essential Ethnographic Methods*; Tannen, Deborah. *You Just Don't Understand*

5. Primate and Human Evolution:
Brace, D.L. and M.F.A. Montagu. *Man's Evolution* (Introductory presentation of human evolution)
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 fossil evidence)
Napier, J.R. and P.H. *Handbook of the Living Primates*
Carpenter, C.R. *Naturalistic Behavior of Nonhuman Primates* (Collection of classic papers.)
Day, M. *Guide to Fossil Man* (The more important fossil hominids briefly described and illustrated)

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: "Films on Demand" (access through library database)

Electronic: Human Relations Area Files (HRAF): Cultural Information for Education and Research. (access through library database)

Other: None specified

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.