

GENERAL ANTHROPOLOGY

ANT2000

Section: 5619

Fall 2015-2016

Meeting times: MWF Period 6 (12:50-1:40)

Room: L011



Instructor: Ann O. Laffey

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Office hours: Monday periods 3 & 4 (9:35 - 11:30AM), Wednesday period 4 (10:40 - 11:30AM) or by appointment.

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Office hours: Tuesday periods 3, 4, & 5 (9:35AM – 12:35PM) or by appointment.

Course description: This is an interactive and introductory course that will survey the subject of general anthropology. Anthropology takes a holistic approach to understanding what it means to be human. Anthropology's four main subfields provide the primary framework for this approach and include cultural anthropology, archaeology, physical/biological anthropology, and linguistics. Fundamental anthropological concepts and their origins will also be examined.

Course objectives:

- Recognize the holistic nature of humans through the four subfields of anthropology
- Develop detailed knowledge of major theoretical and methodological developments within the four subfields
- Distinguish the evolutionary sequence from the earliest primates through modern humans
- Identify characteristics of social complexity and variation within economic, political, and legal systems
- Recognize and appreciate the diversity of human culture in the United States and elsewhere
- Demonstrate how an anthropological perspective is useful in a wide range of disciplines
- Recognize the interconnectedness of our world and how it is being transformed

This course fulfills a Social Science General Education requirement: This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Learning outcomes:

1. **Gain awareness and understanding of the cross cultural impact of the social and/or natural environment on the development of self and culture:** *Students will conduct simplified ethnographies designed to illustrate human diversity. Students will produce a semester paper centered on an anthropological problem.*
2. **Acquire the ability collect information relevant to an issue/problem using methods and sources suitable to the discipline:** *Students will demonstrate this ability providing summaries of peer-reviewed sources for semester papers.*
3. **Verify the accuracy, authority, bias, currency, and sufficiency of collected evidence applicable to an issue/problem:** *Students will participate in scheduled in-class discussions designed to encourage critical assessments and debate regarding anthropological case studies.*
4. **Document sources by following a system of citation appropriate to the discipline:** *Students' semester papers will be assessed for appropriate AAA style citation.*
5. **Organize collected information in a coherent, unified, and logical manner:** *Student semester papers will be assessed for logical organization, appropriate arguments and accompanying supporting peer-reviewed reference materials.*

Required textbook:

- Haviland, Prins, Walrath, McBride. *The Essence of Anthropology*. 4th Edition (2015)

Course schedule (Instructor reserves the right to adjust the schedule or change assignments):

Week	Date	Topics	Read text Chps	Take quiz	Read articles	Watch films at home	Discuss in class	Response due
1	M 8-24	What is anthropology?						
	W 8-26							
	F 8-28	Anthropological research methods	1					
2	M 8-31	Genetics & evolution	2		Shipman 2003 link	<i>Ape Genius</i>		
	W 9-2							
	F 9-4	Primates	3				1	
3	M 9-7	NO CLASS						
	W 9-9	Homonins	4	1	Cartmill 2000 PDF			1
	F 9-11							
4	M 9-14	Emergence of <i>Homo</i>	11		Wong 2006 link	<i>Decoding Neanderthals</i>		
	W 9-16							
	F 9-18	Exam I						
5	M 9-21	Migration & sedentism				<i>Subsistence</i>		2
	W 9-23	Food acquisition	5		Mauss 1990 PDF			
	F 9-25							
6	M 9-28	Exam I						
	W 9-30	Civilization	6			<i>Indus: The Unvoiced Civilization</i>		
	F 10-2							
7	M 10-5	Culture change	8	2		<i>Nanook of the North</i>		
	W 10-7	Agency	10					3
	F 10-9	Exam II						
8	M 10-12	Society	7		Marks 1994 PDF	<i>A Question of Race</i>		
	W 10-14							
	F 10-16	Linguistics	9		Yu 2014 PDF		4	
9	M 10-19							

	W 10-21	Sex & Gender	12		1. Friedl 1978 PDF, 2. Williams 2010-link	<i>Becoming Maasai Women</i>		4
	F 10-23							
10	M 10-26	Marriage			Naranda 1998 PDF		5	
	W 10-28							
	F 10-30		3					
11	M 11-2	Kinship	13					5
	W 11-4	EXAM III						
	F 11-6	Religion	15	HOMECOMING				
M 11-9				Gmelch 1992 PDF	<i>Les Maîtres Fous</i>			
12	W 11-11	Art			Layton 2003 PDF		6	
	F 11-13							
	M 11-16	Interest groups						6
13	W 11-18	Social order	14					
	F 11-20							
14	M 11-23	Human health	26		Messer 2000 PDF			
	W 11-25	NO CLASS						
	F 11-27	THANKSGIVING HOLIDAY						
15	M 11-30	Globalization	16					Extra credit
	W 12-2			4				
	F 12-4	Applied anthropology						
16	M 12-7							
	W 12-9	EXAM IV						

Online reading assignment links: Follow the link, you can read online and take notes or download

- Shipman, Pat (2003) We are all Africans. *American Scientist*, Past Issue: <http://www.americanscientist.org/issues/pub/we-are-all-africans>
- Wong, Kate (2006) The Littlest Human. *American Scientist* 16, 48 – 57: <http://www.nature.com/scientificamerican/journal/v16/n2/full/scientificamerican0606-48sp.html>
- National Geographic, Genographic Project, “Why Am I Denisovan?”: <https://genographic.nationalgeographic.com/denisovan/>
- WebMD, “Gender Identity Disorder”: <http://www.webmd.com/sex/gender-identity-disorder>
- Williams, Walter. The Two-Spirit People of the Indigenous Americas, *The Guardian*: <http://www.theguardian.com/music/2010/oct/11/two-spirit-people-north-america>
- PBS, “Race: The Power of Illusion”: http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Film links: all of these films are available online and will be watched at home, NOT in class

- Nova, PBS, “Ape Genius”: <http://www.pbs.org/wgbh/nova/nature/ape-genius.html>
- Nova, PBS, “Decoding Neanderthals”: <http://www.pbs.org/wgbh/nova/evolution/decoding-neanderthals.html>
- Flaherty, Robert J. (1922) “Nanook of the North”: <https://www.youtube.com/watch?v=m4kOIZMqso0>
- McRae, Stuart (1993) Subsistence base Anthropology: <https://www.youtube.com/watch?v=TKIPdleRGwg>
- www.Askenya.org. “Becoming Maasai Women”: <https://www.youtube.com/watch?v=G5w3PEHsnr8>
- MICO: “Indus: The Unvoiced Civilization”: <http://digital.films.com/play/LJLKRS>
- *Les Maîtres Fous* (1955) – English subtitles:
<http://www.veoh.com/watch/v14179347tanDtaPa?h1=Jean+Rouch+%3A+Les+ma%C3%A9tres+fous+-+The+mad+masters>

Assigned article PDFs available through canvas: you will find the reading under the course heading of ANT2000, and then click on “files”, all PDFs will be there available for download. This is the canvas link: <https://lss.at.ufl.edu/>

Cartmill, Matt

1989 The Gift of Gab. *Discovery* 19 (11): 56-60.

Friedl, Ernestine

1978 Society and Sex Roles. *Human Nature* 1:149-158.

Gmelch, George J.

2000 Baseball Magic: Revised version of "Superstition and Ritual in American Baseball." *Elysian Fields Quarterly* 11 (3): 25-36.

Layton, Robert

2003 Art and Agency: A Reassessment. *Royal Anthropological Institute* 9: 447-464.

Marks, Jonathan

1994 Black, White, Other: Racial Categories are Cultural Constructs Masquerading as Biology. *Natural History Magazine* Pp. 33-35.

Mauss, Marcel

1990 *The Gift: The Form and Reason for Exchange in Archaic Societies*. Translated by: W.D. Halls. W.W. Norton, New York.

Messer, Ellen

2012 II.B.3 - Potatoes (White), Part. *In: The Cambridge World History of Food*. Cambridge University Press, U.K.

<http://dx.doi.org/10.1017/CHOL9780521402149.023>

Nanda, Serena

2000 Arranging a Marriage in India. *In: Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. Devita, ed. Pp. 196–204. John Jay College of Criminal Justice.

Yu, Alan

2014 How Language Seems To Shape One's View Of The World. *Shots - Health News: NPR*: 1-4.

Student expectations: Students are required to attend lectures and to complete all assigned readings before class. Open discussion of the readings will follow a brief review and lecture, and students are expected to actively participate in these discussions. Grades will be based on a combination of class participation, written assignments, quizzes and exams.

Exams: There are a total of four exams that will be given in class and will consist of multiple choice questions as well as short answer questions. Exams will cover lecture material, films, material from your assigned readings in your text as well as the supplemental material posted in canvas. There will be NO make-up exams unless discussed and arranged with the instructor **prior** to the scheduled date of the quiz. Make-up exams are essay format.

Quizzes: There will be a total of four quizzes. They will cover ALL assigned materials. They will be given at the beginning of class. Quiz questions will often appear on exams. If you are late, you will NOT be permitted to make the quiz up. There will be NO make-up quizzes unless discussed and arranged with the instructor **prior** to the scheduled date of the quiz.

Class discussions: There are a total of six formal, scheduled class discussions. Students are expected to come prepared having read and viewed ALL assigned materials, including films. You will be working in teams that will be assigned in class.

Response papers/Activities: There are a total of six response/activity papers. Each of the response papers will require that you address discussion questions that have been submitted during discussion days. Some of these responses may take the form of activities that compliment that week’s topic. I will assign each response paper or activity **IN CLASS**. I will give detailed instructions. In general these response papers should not be more than one to one and a half double-spaced pages. **If you are not in class that day you will not be eligible to turn in the assignment unless PRIOR arrangements are made.** Response papers will be submitted to Canvas by midnight on the due date.

Final grades are assigned out of 450 points, based. A detailed breakdown of final grades is as follows: Additional information on UF grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assessments: A student can earn a maximum of 450 points.

- Four exams (80 points each) = 320 points
- Quizzes, four total (10 points each) = 40 points
- Responses, six total (15 points each) = 90 points

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Total points	450-419	418-405	404-392	391-378	377-360	359-347	346-333	332-315	314-302	301-288	287-270	269-0
Percent	100-93	92.9-90	89.9-87.0	86.9-84.0	83.9-80.0	79.9-77.0	76.9-74.0	73.9-70.0	69.9-67.0	66.9-64.0	63.9-60.0	<60

Critical Dates: MARK THESE DATES IN YOUR CALENDAR

Exam I: September 18th

Exam II: October 9th

Exam III: November 4th

Final Exam (EXAM IV): December 9th

Class Attendance and Tardiness Policy:

No class roll will be taken; however, absence from class will directly affect your participation grade in this class. Absence from class will make you ineligible for participation credits that session. You are expected to be in class from beginning to end. Arriving late for class or leaving early has the same effect as absence from class. It will make you ineligible for participation credit that session. Any student who misses more than three classes must communicate to the instructor the reasons for these absences. If for any reason you stop attending class, without notifying your instructor, you will receive an “E” grade on your permanent record. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Assignment Policy: Assignments that are turned in late receive no credit or will not be evaluated unless there has been a documented emergency. Similarly, missing an exam deadline will result in a failing grade for that exam unless there has been a documented emergency. Documented emergencies include emergency (not routine) hospitalizations of

the student (certified by attending physician), deaths in the immediate family or love (parents, siblings, spouses, children, or a lover; certified by a mortician), or disabling accidents/diseases involving the student near the time of the due date (certified by police). No more than one such exception will be made.

Academic honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” An excellent website that discusses plagiarism (provides a definition and many useful examples) is <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>. All students should read this material.

Accommodations for students with disabilities: If you require accommodation due to a disability, please make an appointment during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Tutoring: Tutoring is available through the teaching center: SW Broward Hall, 392-2010. Reading and writing assistance is available through the Reading and Writing Center: SW Broward Hall, 392-6420. **I highly recommend you visit the Reading and Writing Center at least once this semester.**

If for any reason you are overwhelmed, over-stressed, experience prolonged periods of sadness, or simply need assistance with time management or study skills please utilize UF’s Counseling Services: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

Harassment and Discrimination:

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated is asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

Cell phones, computers, touch pads and other smart devices: College students are adults and capable of making informed decisions. Use of cell phones, computers and touch pads will not be actively policed. However, students are asked to please be respectful their fellow students in the course as well as the instructor, who will not appreciate continued distractions.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Frequently asked questions or FAQs:

Do you post your powerpoints? Yes, powerpoints for each upcoming class will be posted prior to class in canvas.

How soon can I expect a response from an e-mail? And where should I e-mail? I try and answer all e-mails within a 24 hour period. This means that if you e-mail me at 3 o'clock in the morning you may not get an answer until the following day. Please use the UF e-mail address.

How do I do well on the quizzes? Quizzes are primarily designed to reward students who attend class. If you read assigned materials and attend class regularly you will do well.

How do I get the maximum points for response papers? To get the maximum points on responses be sure to address questions completely. If you are asked an opinion question, it should include SPECIFIC references to readings, films, assigned articles, or lecture to support your opinion. Be sure to complete all sections of activities.

Will you post a study guide for the exam? Yes, I will post a study guide. However, all assigned materials including films, articles, and ideas presented in class will be fair game for the exam. There are a few helpful hints:

- I will take at least two to three questions directly from your book chapters. I also take many questions directly from the quizzes given in class so it is a good idea to make sure those are in your notes.
- You will most certainly see some of the response questions in some format on the exam.

If I am concerned about how an assignment is graded can I ask the instructor to review? Absolutely, I strongly encourage all students to approach me, in a respectful manner, to discuss any grades or concepts they are concerned about. However, you must bring any concerns to my attention in a timely manner, within 24-48 hours of receiving the graded assignment. Grades for assignments that have been returned to you over a week prior can be discussed, but will NOT be considered for grade changes. This means you cannot wait until the end of the semester to discuss grades on assignments.

Is there any extra credit? Extra-credit is at the discretion of the instructor. If extra credit is assigned it is offered to all students. There will be absolutely NO extra-credit awarded to individual students.