

Anthropology 101: Introduction To Anthropology Fall Semester, 2000
Instructor: Seamus Decker <sdecker@emory.edu>
Office Hours: 12:00 to 1:15 MW (L205B).
Class Time: 11:00 to 12:00 MWF

Course description: This course touches high points in the four sub-fields (biological, cultural, linguistic, and archaeological) of American anthropology, the "most scientific of the humanities, and the most humanistic of the sciences." Anthropology is a holistic (some have argued paradoxical) effort to make sense of human beings in terms of both our vast cultural diversity and our common natural history. At its best, Anthropology 101 can be an inspirational overview of your marvelous species. Above all this should be a fun and enlightening class. Provided you come to class everyday, and do the readings in advance, you should not find the material too taxing. Whenever possible, we will integrate biological and cultural perspectives on the nature of *Homo sapiens*. Ultimately, the goal of this course is to help you understand who you and your people are, in terms of your relationship to the other people of this planet, and all of our ancestors.

Requirements and grading:	Exam 1	30% (90 points total)
	Exam 2 (non-cumulative)	40% (120 points total)
	Six pop quizzes	30% (90 points total)

Attendance: Is required. You are allowed 2 unexcused absences. The third and each following unexcused absence will each result in a reduction of three (3) points from your final grade, i.e., the equivalent of one quiz question for each missed class (1% of the total points). I will use the -/+ system to differentiate within letter grades. I will post a grading scale on Learnlink.

Missed Exams and Quizzes: Will result in a zero for that test. You will not be allowed to make-up such missed tests unless you can provide courtroom-quality proof of extenuating and unavoidable factors which were health-threatening or life-changing in scale and nature. There is NO EXTRA CREDIT in this course, nor will any tests be dropped. Quizzes, essays and multiple-choice questions will be graded anonymously.

If you do not understand why you got a test question wrong, or you feel I have erroneously counted an answer as incorrect, compose an email note explaining this to me. Provide rational and empirical reasons for your claims. Refer to the lecture or book with the evidence supporting your claims. Show me your notes. I am happy to redress wrongful grading when I have made a mistake, but I will not tolerate extortion nor begging for grades. Such behavior is well beneath Oxford's academic standards.

YOU ARE EXPECTED TO ADHERE TO THE OXFORD HONOR CODE IN ALL ASPECTS OF THIS COURSE; if you attempt to cheat, I will catch you and you will suffer the full consequences. Please familiarize yourself with Oxford's Honor Code.

Class participation: You are expected to do the readings before each class session and come prepared to discuss the materials covered in the readings. I will keep track of who participates in class, and this will count into my subjective influence on final grades. In other words, if you have consistently participated in class in a constructive way, a final score which places you firmly in the B range could be boosted up to a B+. Non-participation will not result in reductions to your final grade.

Pop quizzes: Will encourage you to keep on-task throughout the semester. Each quiz (short-answer or matching 15pts total) *will not be taxing* IF you keep up to date on the readings and lectures. Quizzes may happen at any time, there will be no advance notice. Any material already covered in readings or lecture might be included on a quiz. As long as you keep up, you should be able to earn 30% of your grade with ease.

Exams: The first exam will cover the material up to that date, and the second exam will cover the material after the second exam to the end of the course. The format for the exams will be multiple-choice (and/or true-false) and essay.

Required readings: With the exception of the first day of class, readings should be done **BEFORE** coming to class. The books are available for purchase in the bookstore.

(IA) Introducing Anthropology: An Integrated Approach, (1999) Michael Alan Park. Mayfield Publishing.
Abbreviated as **IA** in the course calendar.

(AA) Applying Anthropology: An Introductory Reader, (1999) Aaron Podolefsky, and Peter J. Brown, Sixth Edition. Mayfield Publishing. Abbreviated as **AA in the course calendar.**



Course Calendar: WEEKS 1 & 2: Natural Historical Foundations of the Four Sub-fields

- 8-30 Introductions. Precis of course. What is Anthropology?
Dawkins, R. (1987). *The Blind Watchmaker*. New York: W.W. Norton & Company. (pp. xi-xii).
THE ABOVE WILL BE READ ALOUD IN CLASS.
- 9-1 Anthropology a holistic integration of the four sub-fields.
IA Ch One DOING ANTHROPOLOGY (pp. 3-18)
- 9-6 Anthropology as science.
IA Ch Two METHODS OF INQUIRY (pp. 19-32)
- 9-8 Basic evolutionary concepts.
IA Ch Three EVOLUTION (pp. 33-40)

WEEKS 3 & 4: Unearthing our Common Past

- 9-11 Evolutionary process.
IA Ch Three EVOLUTION (pp. 40-60)
AA Teaching Theories: The Evolution-Creation Controversy (pp. 6-14)
- 9-13 Our place among the primates.
IA Ch Four OUR PLACE IN NATURE (pp. 63-82)
- 9-15 We the alien; the strangeness of the "other."
AA Body Ritual Among The Nacirema (pp. 122-125)
AA Chinese Table Manners: You are How You Eat (pp. 189-195)
- 9-18 Archaeological science.
IA Ch Ten, MATERIAL CULTURE (pp. 215-231)
AA Food Waste Behavior in an Urban Population (pp. 109-114)
- 9-20 From ape to human. Four million years and a very long walk.
IA Ch Five ANATOMY AND PHYSIOLOGY (pp. 83-110)
- 9-22 Prehistoric archaeology. A record of foragers.
IA Ch Ten, MATERIAL CULTURE (pp. 231-242)

WEEKS 5 & 6: The Evolution of Human Diversity

- 9-25 The Cultural Primate.
IA Ch Seven LEARNING HOW TO SURVIVE (pp. 137-158)
- 9-27 Worlds of meaning.
AA Shakespeare in the Bush (pp. 148-153)
AA "To Give up on Words": Silence in Western Apache Culture (pp. 154-163)
- 9-29 Ancient commonalities, modern human diversity.
IA Ch Fourteen HUMAN VARIATION (pp. 331-358)
AA Bred in the Bone? (pp. 70-79)
AA Race Without Color (pp. 207-213)
- 10-2 The evolution of human societies.
IA Ch Eight FOOD (pp. 159-193)
- 10-4 **FILM:** *N!ai: The Story of a !Kung Woman*
AA What Are Friends For? (pp. 15-21)

- 10-6 Kinship and social structure.
IA *Ch Nine NATURE OF THE GROUP* (pp. 195-214)

WEEK 7: Language

- 10-9 The evolution of language. Continuity or discontinuity?
IA *Ch Eleven COMMUNICATION* (pp. 251-272)
- 10-11 Review and/or catch-up.
FILM: *Language and the Mind*
- 10-13 EXAM 1 (during normal class time; 90 points multiple-choice and short essay format)

WEEKS 8 & 9: Biocultural Approaches to Humans

- 10-18 The biocultural evolution of human behavior.
IA *Ch Thirteen THE EVOLUTION OF OUR BEHAVIOR* (pp. 299-327)
- 10-20 Reciprocity, cooperation, mutualism, competition.
AA *Eating Christmas in the Kalahari* (pp. 221-225)
AA *Crack in Spanish Harlem* (pp. 133-140)
- 10-23 Biocultural interactions and human plasticity.
AA *The Tall and the Short of It* (pp. 63-66)
AA *Ancient Bodies, Modern Customs, and Our Health* (pp. 49-58).
- 10-25 Health and the Human EEA.
AA *Ancient Genes And Modern Health*. (pp. 59-62)
AA *Culture and the Evolution of Obesity* (pp. 196-206)
- 10-27 The emergence of agriculture, and states.
AA *The Worst Mistake In Human History* (pp. 80-84)
AA *Disease And Death At Dr. Dickson's Mounds* (pp. 85-89)

WEEKS 10 & 11: Reproduction, Sex, Sexuality, and Gender

- 10-30 Reproductive biology.
IA *Ch Six REPRODUCTION* (pp. 111-118)
- 11-1 The biology of sex differences.
IA *Ch Six REPRODUCTION* (pp. 118-128)
AA *What's Love Got To Do With It* (pp. 22-25)
- 11-3 Male and female; evolutionary psychology and social-learning models.
IA *Ch Six REPRODUCTION* (pp. 128-136)
AA *A Cultural Approach to Male-Female Miscommunication* (pp. 164-175)
- 11-6 Gender bias, and sexist determinism.
AA *Law, Custom, and Crimes Against Women: The Problem of Dowry in India* (pp. 289-299)
AA *Women in Evolution: Innovation and Selection in Human Origins* (39-48)
- 11-8 Human mating systems.
AA *When Brothers Share a Wife* (pp. 276-280).
AA *African Polygyny: Family Values and Contemporary Changes* (pp. 281-288)
- 11-10 Modernity, fertility, overpopulation and individual pursuit of "success."
AA *Family Planning Outreach and Credit Programs in Rural Bangladesh* (pp. 257-263)
FILM: *The Women Who Smile*

WEEKS 12 & 13: Culture, Individual Agency and Power

- 11-13 Learning social identity, crafting individual selves.
AA *Loading the Bases: How Our Tribe Projects Its Own Image Into the National Pastime* (pp. 126-132)
AA *You Are What you Eat: Religious Aspects of the Health Food Movement* (pp. 181-188)
- 11-15 Agency and structuration.
IA *Ch Twelve MAINTENANCE OF ORDER* (pp. 274-284)
FILM: *The Ax Fight*
- 11-17 Negotiating cultural frameworks.
AA *Strings Attached* (pp. 235-239)
AA *Using Cultural Skills for Cooperative Advantage in Japan* (pp. 240-250)
- 11-20 Hegemony and false consciousness
AA *White Privilege: Unpacking the Invisible Knapsack* (pp. 217-220)
AA *American Schoolrooms: Learning the Nightmare* (pp. 269-275)

WEEKS 14, 15, & 16: Modernity, Change, Homogenization, and Cultural Extinction

- 11-29 The power of belief systems.
IA *Ch Twelve MAINTENANCE OF ORDER* (pp. 284-297)
- 12-1 **FILM:** *Holy Ghost People*
- 12-4 Clash of cultures.
IA *Ch Fifteen CULTURE CHANGE* (pp. 359-382)
- 12-6 Consuming culture—consumed by culture?
AA *Advertising and Global Culture* (pp. 353-356)
AA *The Price of Progress* (pp. 357-365)
- 12-8 The paradox of cultural relativity and ethics of basic human rights
AA *Women, Minorities, and Indigenous Peoples: Universalism and Cultural Relativity* (pp. 340-352)
FILM: *Warrior Marks*
- 12-11 The future of *Homo sapiens*. Consumer of worlds?
IA *Ch Sixteen STATE OF THE SPECIES* (pp. 383-390)

EXAM 2 (non-cumulative; same format as Exam 1; in our regular classroom)

It seems to me we are losing the sense of wonder, the hallmark of our species and the central feature of the human spirit. Perhaps this is due to the depredations of science and technology against the arts and the humanities, but I doubt it—although this is certainly something to be concerned about. I suspect it is simply that the human spirit is insufficiently developed at this moment in evolution, much like the wing of archaeopteryx. Whether we can free it for further development will depend I think, on the full reinstatement of the sense of wonder. It must be reinstated in relation not only to the natural world but to the human world as well. At the conclusion of all of our studies we must try once again to experience the human soul as soul, and not just as a buzz of bioelectricity; the human will as will, and not just as a surge of hormones; the human heart not as a fibrous, sticky pump, but as the metaphoric origin of understanding. We need not believe in them as metaphysical entities—they are as real as the flesh and blood they are made of. But we must believe in them as entities; not as analyzed fragments, but as wholes made real by our contemplation of them, by the words we use to talk of them, by the way we have transmuted them to speech. We must stand in awe of them as unassailable, even though they are dissected before our eyes.

Melvin Konner, The Tangled Wing (1982: 435).