

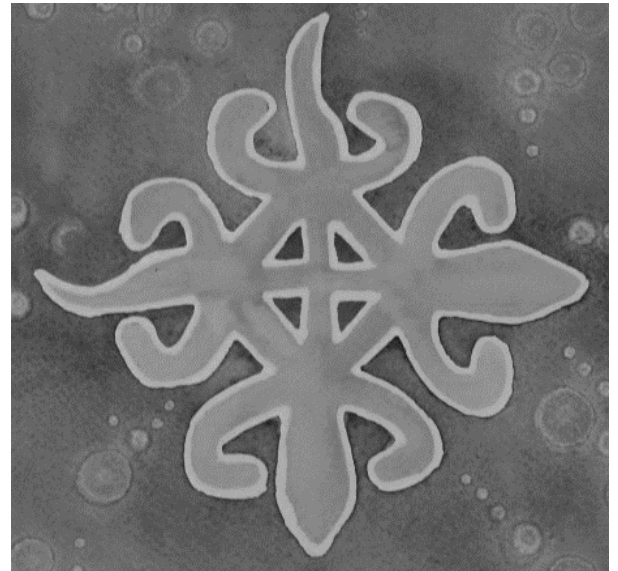
*"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."*  
Audre Lorde

# Introduction to Anthropology: Anthropology 101

Oxford College  
Spring 2019  
M,W,F 9:00-9:50  
Pierce 209

Instructor: Dr. Jessica Ham  
203 Pierce Hall  
[jessica.ham@emory.edu](mailto:jessica.ham@emory.edu)  
770.784.4589

Office Hours: Friday 10:00-11:00



## Course Description

*"Anthropology is the most humanistic of the sciences and the most scientific of the humanities."*  
Alfred Kroeber

Anthropology is the study of us—of humanity. Anthropologists investigate how and why humans became a unique species (*Homo sapiens*) as well as document and communicate the pluralistic ways in which past and present human experiences are shaped and expressed. Diversity is the fundamental anthropological concept and an empirical and comparative understanding of diversity is the primary methodological technique. As we will explore, even though there are sub-fields or specialties in anthropology, **anthropologists are united in their exploration of how and why we are such a diverse species.** This course, therefore, is an overview of human diversity across time and space and we will encounter this overview through four distinct units that organize our exposure to, engagement with, and application of new information and knowledge about the shared human experience.

## Course Objectives:

### By the end of this course, you should be able to:

- Distinguish the four subfields of anthropology as practiced in the United States and the ways in which they interrelate and interact to contribute to a singular disciplinary aim.
- Identify how anthropologists draw from unique and diverse methodology
- Relate to the depth and breadth of the human evolutionary story
- Relay the importance of understanding humans as simultaneously biological and cultural
- Explain how and why certain categorizations (race, gender) are features of human social life that are not biologically determined
- Feel comfortable with a flexible understanding of culture--as an amalgamation of material, social, and behavioral attributes
- Reflect upon the diverse social and economic norms and institutions that endure in our globalized world order and identify the ways in which this diversity is threatened
- Describe how anthropologists use their training to address complex human problems.
- Envision how you will apply an anthropological worldview to your engagement in a global world—as a traveler, citizen, employee.

## Materials

To meet our course objectives, we will rely on two key sources. Our primary resource is an introductory textbook. We will also read an ethnography to become familiar with this defining methodology and product of anthropology.

Textbook: *Anthropology: Asking Questions About Human Origins, Diversity, and Culture*, 1<sup>st</sup> Edition, 2018. Robert L. Welsch, Luis A. Vivanco, Agustin Fuentes, eds. Oxford University Press.

Ethnography: *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Seth Holmes. University of California Press.

## Student Accommodations

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, vision, hearing), and are in need of accommodations for this please contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at [oas\\_oxford@emory.edu](mailto:oas_oxford@emory.edu). Students who have accommodations in place are encouraged to coordinate with the instructor within the first week to discuss your specific needs for the course. Accommodations are not implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for this course face to face with the OAS student. All discussions with OAS and faculty concerning the nature of your disability remain confidential.

“THERE ARE THREE WAYS TO ULTIMATE SUCCESS: THE FIRST WAY IS TO BE KIND. THE SECOND WAY IS TO BE KIND. THE THIRD WAY IS TO BE KIND.” *FRED ROGERS*\*\*\*

## Course Policies

**Attendance:** Attendance is essential for successful completion of this course. You will be granted 2 absences without penalty to your participation grade. For every absence beyond 2, your participation grade will drop ½ a letter grade. Should you need to be absent from class more than twice for religious observance, we will then discuss a way to compensate for time lost in the class and there will be no penalty. Please look to Emory’s official list of religious holidays for more information:

[https://www.religiouslife.emory.edu/faith\\_traditions/holidays.html](https://www.religiouslife.emory.edu/faith_traditions/holidays.html)

**Technology:** Electronic usage in this class is flexible, but entails certain standards. If you use your laptop for taking notes on readings, you may use your laptop for accessing your notes during discussion. You will be asked to disconnect from the internet. No laptops are to be used for taking notes in class during lecture. Notetaking during lecture requires paper and a writing utensil. Please **turn off or silence all phones and store out of sight** at the start of class. Phone usage will not be tolerated. Students disregarding this policy will be asked to address the transgression and participation grades will suffer.

**Decorum:** The classroom is space where ideas are respectfully shared. You are not expected to agree with me or your peers, but you are expected to be tactful in the expression of your ideas and response to others. As Mr. Rogers reminds us above, kindness to ourselves and to others is the ultimate route to success.

**Academic Honesty:** As a member of the Oxford College community you are to uphold the Student Honor Code. As a faculty member, it is my duty to report any transgressions. Need a refresher? Visit:

<https://inside.oxford.emory.edu/academics/oxford-honor-council/student-honor-code/>

**Late Work:** All assignments are due on the date listed in this syllabus. Late work will be accepted, but will be subject to penalties. For the first day that an assignment is late, grading will begin at a B (85%). For each subsequent day the assignment is late, an additional 2% points will be taken off. Please do not email me that you are going to turn in an assignment late. Instead, once you have completed the assignment you may email it to me. Extensions without penalty may be granted on a case by case basis and with documented support (i.e. Student Health Center or your academic adviser).

**Grades:** Grades will be assigned thusly: A (93% and above) A- (90-92.99%) B+ (87-89.99%) B (83-86.99%) B- (80-82.99%) C+ (77-79.99%) C (73-76.99%) C- (70-72.99%) D+ (67-69.99%) D (60-66.99%) F (0-59.99%)

I will consider curving grades on content assessments (quizzes and the final exam) when the class median is a B- or less. If consistent curving (or consistent extra credit) occurs in this course, I will not curve (or round up) final grades. That means you could very well have a 92.6% and receive an A-. If, however, I do not curve or provide substantial extra credit, I will consider rounding final grades for students who have adhered to course policies. It is your right and responsibility to discuss dissatisfactory grades with me, but do not expect such discussions to result in a grade change. Approach discussions about grades with an objective that indicates commitment to future improvement. While I acknowledge that grades are an important aspect of your career at Oxford College, it is important to not let grades be the sole currency by which you value your progress as a student. Grades are a metric. Learning is a process. If you aren’t already, start becoming comfortable with the fact that both success and failure are part of the ongoing process of learning. **Effort is expected of you in this and all classes. Do not equate your effort in this class with the automatic achievement of an A.**

## **Assessments & Assignments**

**35% of your grade is derived from group/collaborative work. The other 65% is derived from independent work.**

### **Group Quizzes (20%)**

Over the course of the semester there will be 2 group quizzes. Groups of 4 will be assigned randomly. Group quizzes will entail collaborative work, but students will not be able to refer to books or notes. Group quizzes cannot be made up unless you have documented support of being sick or dealing with an emergency situation.

### **Participation (10%)**

At its most fundamental level, participation means you are engaged in the course. You are attending class and actively listening to me and your classmates. If you attend class and demonstrate these behaviors you are guaranteed an A- for 5% of your participation grade. You cannot come to class and sleep or use your phone or chat with your neighbor and expect an A-. These are not behaviors indicative of active participation. These are processes of passive engagement. Don't be passive.

The other 5% of your participation grade is derived from the Friday News Roudup. Details on this assignment will be distributed within the first two weeks of class.

### **Ethnographic Reflections (20%)**

As we read the ethnography *Fresh Fruit, Broken Bodies* you will be tasked with critically reflecting upon and writing about the book. These written assignments will be guided by prompts that will be made available to you one week prior to the due date. These are considered low stakes writing assignments based upon critical thinking and analytical writing. They are not formal or long research papers/essays.

### **Midterm (15%)**

The midterm will be an independent exam assessing material from the start of the semester to Mar. 1<sup>st</sup>.

### **Human Relations Area Files Project (15%)**

You and a partner (a classmate of your own selection) will collaborate on a comparative research project using the anthropological data available on the e-HRAF. This work will result in a short (5-7 page) research report.

### **Final exam (20%)**

The final exam will be an independent exam assessing your competency of all course material.

## Readings/Assignments and Course Timeline

Please note: Due dates and materials assigned are subject to change and are based on my evaluation of our progress. While I will make all efforts to communicate these changes both orally and online, it is your responsibility to take note of these changes.

<b>Class</b>	<b>Topics/Readings/Materials</b>	<b>Assignments</b>
Jan. 16	Introductions	
Jan. 18	Anthropological beginnings (pp. 3-29)	
Jan. 23	What is culture? (pp. 31-42); Abu-Lughod (see Canvas)	
Jan. 25	What is culture? (pp. 42-51; 479-482; 490-496)	
Jan. 28	Methods of cultural anthropology (pp. 100-108)	
Jan. 30	Globalization (pp. 141-155) <i>El Cacao</i> (20 mins, stream via Kanopy & read accompanying study guide)	
Feb. 1	Bio-cultural perspective (pp. 237-260); Brown (see Canvas) Podcast: The Awe is Shared (20 mins, stream via: <a href="https://www.thisanthrolife.com/andrea-eller/">https://www.thisanthrolife.com/andrea-eller/</a> )	
Feb. 4	Human biological variation (pp. 263-275)	
Feb. 6	Human biological variation (pp. 275-288)	
Feb. 8		Group Quiz #1
Feb. 11	Fresh Fruit, Broken Bodies (Chapters 1-2)	Ethnographic Reflection #1
Feb. 13	Primates (pp. 167-176)	

<b>Class</b>	<b>Topics/Readings/Materials</b>	<b>Assignments Due</b>
Feb. 15	Primates (pp. 177-193)	
Feb. 18	Paleoanthropology methods and human evolution (pp. 85-91; 195-203)	
Feb. 20	First humans (pp. 203-214); Ember and Ember (see Canvas)	
Feb. 22	First humans and origins of language (pp. 115-122)	
Feb. 25	Archaeological methods and transition to agriculture (pp. 91-100; 317-331)	
Feb. 27	Human/environment interactions (pp. 331-342); Diamond (see Canvas)	
Mar. 1	Human/environment interactions (pp. 406-418); <i>Modern Life</i> (84 mins, stream via Kanopy)	
Mar. 4		Midterm
Mar. 6	Social complexity (pp. 345-355)	
Mar. 8	Social complexity and ownership of artifacts (pp. 356-369; 396-405)	
Mar. 11-15	Spring break!	
Mar. 18	Visit with the farmers	
Mar. 20	<b>NO CLASS (compensation of time for volunteering on farm)</b>	
Mar. 22	<b>NO CLASS (compensation of time for volunteering on farm)</b>	
Mar. 25	Political anthropology (pp. 421-432); <i>Song of the Basques</i> (72 mins, stream via Kanopy)	

<b>Class</b>	<b>Topics/Readings/Materials</b>	<b>Assignments Due</b>
Mar. 27	Political anthropology (pp. 432-445)	
Mar. 29	Language and society (pp. 132-135) ; Tannen (see Canvas)	
Apr. 1	Fresh Fruit, Broken Bodies (Chapters 3-4)	Ethnographic Reflection #2
Apr. 3	Economic anthropology (pp. 371-381)	
Apr. 5	Economic anthropology (pp. 381-393); Lee (see Canvas)	
Apr. 8	Kinship and gender (pp. 449-457); Small (see Canvas)	
Apr. 10		Group Quiz #2
Apr. 12	Kinship and gender (pp. 458-465); Stone (see Canvas); <i>Andean Women</i> (20 mins., stream via Kanopy)	
Apr. 15	Gender and sexuality (pp. 466-473); <i>Tales of the Waria</i> (57 mins., stream via Kanopy)	
Apr. 17	Medical anthropology (pp. 291-299) <i>Voices of Resilience: Insight from Injury</i> (16 mins, stream via Kanopy)	
Apr. 19	Medical anthropology (pp. 300-314); <i>Kau Faito'o: Traditional Healers of Tonga</i> (28 mins, stream via Kanopy);	
Apr. 22	<i>Fresh Fruit, Broken Bodies</i> (Chapters 5-7)	Ethnographic Reflection #3
Apr. 24	Anthropological Futures (materials TBD)	
Apr. 26	Anthropological Futures (materials TBD)	
Apr. 29	Review for final	