

Introduction to Anthropology

Instructor: Lane DeNicola
Office Hours / Location: T/Th 3:30-4:30 PM / mod bldg @ Wesley & Pierce
Email / Skype: lane.denicola@emory.edu / lanedenicola
Blackboard site: ANTH_OX101
Student Instructor: N/A
SI Email: N/A

Section	Class #	Meeting Days/Time	Meeting Location
O1J	5643	T/Th 1:40-3:20 PM	East Village Alpha 257

Summary

A broad survey of the field of anthropology, including its four traditional subfields (physical/biological anthropology, archaeology, social/cultural anthropology and linguistic anthropology). Topically the class is organized into the following thematic modules:

1. Meaning & Knowledge
2. Human Experience
3. The Body
4. Human Relations & Organization
5. Material Culture

In addition to traditional lectures much of our in-class time will be spent working on application-oriented exercises in teams of roughly 5-6 members each. The membership of these teams will be determined in class and will remain fixed throughout the term. Students will anonymously evaluate their teammates at the end of the course and this peer evaluation will figure in to the computation of students' actual course grades.

Required Texts

- Relethford, J. (2012) *The Human Species: An Introduction to Biological Anthropology* (9th ed). McGraw-Hill.
- Delaney, C. and D. Kaspin (2011) *Investigating Culture: An Experiential Introduction to Anthropology*, 2nd ed. Wiley-Blackwell.

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Learning Objectives

- Rudimentary familiarity with the four subfields of anthropology (physical/biological, archaeology, social/cultural and linguistic), in particular the differences and similarities in how their practitioners formulate relevant questions, gather and analyze evidence, develop explanatory theories, and depict human relationships and societies.
- Exposure to a diversity of quantitative, qualitative, and mixed research methods as employed within anthropology and the social sciences generally.
- Understanding the relevance of anthropology and critical social inquiry and their overlap with other professional fields and research domains (medicine, law, science, engineering, design, etc).

Class Format

Time in class will be spent not only on **lectures** but also on **quizzes** (both individual and collective) and **team-based exercises** that involve application of the concepts covered through readings and lecture. That means that a significant portion of the time we spend in the classroom will involve **your speaking and participation**.

Homework and preparation for class will primarily consist of **reading**, but occasionally other tasks outside the classroom may be assigned.

This class also makes fairly extensive use of **Blackboard** (Oxford's courseware system)—for announcements, dissemination of course documents and links to online resources, submission of class assignments, and return of grades and feedback—so you should be familiar with its use.

Finally, **peer evaluation** will be administered through an online system that **requires you to have a Google account** (i.e. much of the interaction in peer evaluation will happen via Gmail). Probably most straightforward is to use your existing Google account if you have one, but if you don't you should set one up for the class at this URL:

<https://accounts.google.com/SignUp>

If this is not an email address you will be checking regularly, you may wish to forward it to an address you do check regularly. Reminders and further details on peer evaluation will be provided shortly before the middle of the term.

Assessment

Your grade in this class depends on the following components (the blanks indicate weights that will be set by you as a class within the specified ranges):

		<u>Weights</u>
1. Individual Performance		20%
i. individual quizzes (based on readings)	50%	
ii. final exam	50%	
2. Team Performance		30%
i. team quizzes (based on readings)	33%	
ii. module assessments	67%	
3. Peer Evaluation		50%

We will discuss the weights of these components in class, teams will propose a specific weighting scheme, and (if necessary) a vote will be held via Blackboard to select the final scheme.

[Edit: the weights above were chosen by a simple majority vote of the class on 18 Jan 2014.]

NOTE: your grade *can* also be affected by "yellow cards," penalties for repeated violations of the policies laid out in this syllabus (see more about these on page 12).

Individual Performance - Quizzes

Each module of the course begins with one or two timed multiple-choice quizzes designed to assess your comprehension of the assigned readings and to ensure you're prepared for subsequent discussion and exercises. The quizzes will be given in class (see course schedule below for specific dates) and will be "open book" and "open notes" (meaning you may consult either the assigned readings themselves or your own notes during the quiz). Graded quizzes will be returned the following week.

Note: the two lowest quiz scores you receive will be dropped from your final grade computation (including any zeros received for absences).

Individual Performance - Final Exam

A final exam *will* be administered for this class, **9am-noon on Fri 2 May** (location to be confirmed later, but probably in the room where class usually meets). The format will resemble that of the quizzes in general except that 1) it will cover all readings as well as all material presented during lecture or discussion, 2) it will be *neither* open book *nor* open notes, and 3) the scoring will be rather different (details to be provided later).

Team Performance - Quizzes

Immediately after completing the quizzes individually you will be asked to take *the same quiz* as a team (with all members of the team receiving the same score). As with the individual quizzes, the

team quizzes will be timed but will also be "open book/open notes." These will be scored immediately in class and the results posted.

Note: a team may submit an appeal for any quiz question for which they were not awarded full credit.

Appeals must be submitted in writing (posted to the team's blog on Blackboard) *prior to* the next quiz, and should only be submitted with the consent of all team-members. If a member of the team informs me that they did not consent to a particular appeal (before I actually evaluate it), it will be considered withdrawn.

Your appeal should argue, in clear, succinct prose, that one or more of the "incorrect" responses are in fact equally "as good a response" as the "correct" one within the context of the course. In so doing, you should specify precisely which response(s) you're arguing in favor of. Obviously you should also specify which quiz and question the appeal refers to, but if your team is appealing more than one question you may include all of them within a single post.

If I support your team's appeal, the team score on that quiz will be adjusted accordingly.

An important caveat: while appeals must be submitted by teams (rather than individuals), they may also affect the individual quiz scoring for all team members! Any individuals on the team who gave the argued-for response on their individual quiz will have their individual score increased an amount commensurate with the team score, but those who did not choose the argued-for response may have their individual quiz score on that question *reduced* (depending on the precise wording of your team's appeal).

Team Performance - Module Assessments

Aside from the lectures and readings-based quizzes, a good portion of our time in class will be spent on **team exercises** that involve the application of the ideas and concepts discussed to specific questions, problems, or tasks (these are labeled "Ex" in the course schedule below). The responses, solutions, or products of individual teams will be simultaneously presented to the rest of the class, followed by comparison and discussion of the results. Outside of their indirect impact on your peer evaluations, these exercises are not graded.

However, each module culminates in a **team assessment**, which is essentially an exercise similar to those given previously in the module but is also graded (earlier exercises therefore essentially allow the team to practice for assessments). The criteria for these assessments will vary but in general will be provided prior to the assessment itself. Team scores on assessments will be provided to the class as a whole the following week.

Peer Evaluation

The final component of your grade in this course **will be determined by your teammates** in the form of an anonymous peer evaluation. In general the primary criteria for this evaluation are to include: 1) your level of preparation in class, 2) your productive contribution to group discussion and work, 3) the degree to which you encouraged other members to contribute their ideas, and 4) your flexibility and diplomacy in cases of disagreement. In practical terms, your peer evaluation score will be the mean of the scores you receive from each of your teammates. A trial peer evaluation will be provided mid-way through the term, along with details on its computation.

Extra Credit/Make-Up Work

There will be no opportunities to earn "extra credit." In general if you miss a class there will be no

opportunity to retake missed quizzes or participate in team exercises/assessments. Make-up work (e.g. in cases of a documented medical or family emergency) will be assigned individually on an as-needed basis.

Final Letter Grade Computation

Once the various components of your grade are computed and weighted as describe above, that final score may be subject to a class-wide adjustment and then will get converted to a letter grade as follows:

94 - 100:	A	80 - <84:	B-	67 - <70:	D+
90 - <94:	A-	77 - <80:	C+	64 - <67:	D
87 - <90:	B+	74 - <77:	C	60 - <64:	F
84 - <87:	B	70 - <74:	C-		

Course Schedule (Tentative)

Week	Date	Topical Theme	Reading/Homework
1	1/14	Introduction	N/A
1	1/16	Team Setup Quiz 0 Ex 0A, 0B	<ul style="list-style-type: none"> course syllabus <i>Investigating Culture</i> (Ch. 1 Disorientation and Orientation) DeNicola, "Experience and Fetishism Among the La Diigt"
2	1/21	Module 1: Meaning & Knowledge Quiz 1A	<ul style="list-style-type: none"> <i>The Human Species</i> (Ch. 8 The Fossil Record; in earlier edition: Paleoanthropology) Vitzthum, "G-Strings and PhDs" "Profile: Dr. Genevieve Bell" (YouTube)
2	1/23	Ex 1A, 1B	
3	1/28	Quiz 1B	<ul style="list-style-type: none"> Moser, "The Devil is in the Detail" Barker, "Archaeological Ethics: Museums and Collections" MacDougall & Taylor (1998) <i>Transcultural Cinema</i> (Visual Anthropology and the Ways of Knowing) handwritten notes on MacDougall & C-T
3	1/30	Ex 1C	
4	2/4	Assessment (Module 1)	
4	2/6	Module 2: Human Experience Quiz 2A	<ul style="list-style-type: none"> <i>Investigating Culture</i> (Ch. 2 Spatial Locations) <i>Investigating Culture</i> (Beckham, "The American Front Porch: Women's Liminal Space") <i>Investigating Culture</i> (Ch. 3 All We Have Is Time)

			<ul style="list-style-type: none"> • <i>Investigating Culture</i> (Ch. 9 VIPs: Very Important People, Places, and Performances)
5	2/11	Ex 2A	
5	2/13	Ex 2B	
6	2/18	Quiz 2B Ex 2C	<ul style="list-style-type: none"> • <i>Investigating Culture</i> (Ch. 4 Language: We Are What We Speak) • <i>Investigating Culture</i> (LeGuin, "She Unnames Them") • Lange, "Videos of Affinity on YouTube"
6	2/20	Assessment, Part I (Module 2)	
7	2/25	Assessment, Part II (Module 2)	
7	2/27	Module 3: The Body Quiz 3A	<ul style="list-style-type: none"> • <i>The Human Species</i> (Ch. 1 Science and Evolution; in earlier edition: Biological Anthropology and Evolution) • <i>The Human Species</i> (the section on "the Hobbit" in Ch. 13 <i>The Origin of Modern Humans</i>) • <i>The Human Species</i> (Ch 14. Race and Human Variation; in earlier edition: The Study of Human Variation) • Rosenberg, "The Evolution of Human Birth"
8	3/4	Ex 3A	
8	3/6	Quiz 3B Ex 3B	<ul style="list-style-type: none"> • <i>Investigating Culture</i> (Ch. 6 Our Bodies, Our Selves) • Andrews & Nelkin, "Whose Body Is It Anyway?"
9	3/11	NO CLASS (Spring Break)	
9	3/13	NO CLASS (Spring Break)	
10	3/18	Assessment, Part I (Module 3)	
10	3/25	Assessment, Part II (Module 3)	
11	3/27	Module 4: Human Relations & Organization Quiz 4A	<ul style="list-style-type: none"> • <i>Investigating Culture</i> (Ch. 5 Relatives and Relations) • <i>The Human Species</i> (Ch. 2 Human Genetics) • Eriksen, Ch. 5 "Local Organization" • Anderson, Ch. 2 "Cultural Roots"

			<ul style="list-style-type: none"> Ferris, Ch. 2 "Imagining Different Pasts: Archaeological Histories of Native-Lived Colonialisms"
11	3/29	Ex 4A	
12	4/1	Ex 4A (cont'd)	
12	4/3	Assessment (Module 4)	
13	4/8	Module 5: Material Culture Quiz 5A	<ul style="list-style-type: none"> <i>Investigating Culture</i> (Ch. 8 Clothing Matters) Miller, "The Limits of Jeans in Kannur, Kerala" Miller, "The Little Black Dress is the Solution, but what is the Problem?"
13	4/10	Ex 5A	
14	4/15	Quiz 5B	<ul style="list-style-type: none"> <i>The Human Species</i> (the section on Nutritional Adaptation in <i>Ch. 16 Human Biocultural Adaptation</i>) <i>Investigating Culture</i> (Ch. 7 Food for Thought) Powell, "The Trouble with Blood" Yan, "McDonald's in Beijing: the Localization of Americana"
14	4/17	Ex 5B	
15	4/22	Assessment (Module 5)	
15	4/24	Closing/Summary/Review	
16	5/2	FINAL EXAM (9am-noon)	

Course Policies & Resources

The Readings

With the exception of the required texts (see p. 1), all readings will be distributed either electronically via the course website or in hardcopy in class.

You may obtain the required texts either via the college bookstore or any other (e.g. Powells.com, Amazon.com), and you should feel free to purchase the eBook version (Kindle, iPad, etc.) rather than the paper ones—but make sure you have the correct editions, i.e. 9th and 2nd respectively.

Since the quizzes are "open book" and many of our exercises may draw on the readings, it is generally a good idea to bring the readings and any notes you take on them (whether digital or physical) into class with you.

Office Hours

Office hours will be held at the times and location indicated at the top of page 1. These may

change in order to optimally accommodate the most people, in which case I'll announce any change via email.

The use of office hours is fairly open-ended, and can include any question you have about the course, your grade on an assignment, your overall progress in the course, specific difficulties you're having with a text or with other aspects of the class, or really just about anything. The most important thing is that your questions are fairly specific and that you yourself have tried to answer them using all the resources at your disposal (i.e. *check the syllabus and the course website*).

Student Instructor (Supplemental Instruction)

This course will not employ a student instructor for Spring 2014.

The Course Website

As noted above, a Blackboard website will supplement this course. It will serve as the central clearinghouse for any and all materials relevant to the course, including updated/corrected versions of any course documents, and you will be asked to participate in a small number of surveys or other activities via the site. "Groups" will be set up on the site to facilitate team-specific dialogue and activities.

While I may occasionally make key announcements via email and/or in-class, in general all changes to assignments or the class schedule will be noted on the course website. One of your responsibilities in the class is to keep abreast of these updates! A quick check of that site every couple of days (particularly 24-48 hours prior to class meetings) should be sufficient.

Possible Uses of Student Work

All work you submit for this class will (of course) be used to evaluate your participation, achievement, and improvement, but it may also fulfill other purposes as well. It may be employed in team-based or peer review exercises, for instance, or I may wish to incorporate your work into my own teaching portfolio (either anonymously or giving full credit, as you wish). In this latter case I will contact you personally.

I may also ask if I can distribute your work to your classmates or to students in subsequent years as an example (again in anonymous form). Finally, student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Late Work and Resubmission of Previously-Graded Work

The bulk of the work submitted for this course is completed in-class and will not be eligible for late submission.

In the event that some portion of an assessment is to be submitted via Blackboard, I will provide more details with the assessment regarding its eligibility for late submission (but in no case will I award more than half credit for late submission).

Academic Integrity

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g. cheating on quizzes or exams, plagiarism) will be dealt with according

to the policies of the Honor Code and will result in a failing grade for the entire course. Please note that quizzes and exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported.

<http://oxford.emory.edu/academics/student-services/student-honor-code/>

Access to Your Grades

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords you certain rights with respect to your education records. In particular, your individual grades or scores cannot be displayed publicly, except through the use of some identification code known only to you and the instructor. Grades and performance information cannot be shared with parents or others without your written permission. See here for further details:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Classroom Conventions

We all come socialized by very different communities, and part of the value of classroom-based education is in getting first hand experience with cultural differences. However, we will also be defining our own *new* culture—a culture of learners—and part of an instructor's role is to steer that process by laying down some initial guidelines for in-class behavior. SO...

- If you must come to class late, do your best not to disrupt whatever is going on when you arrive.
- While I will entertain very brief questions prior to starting class, if your questions might require involved answers or record-checking, please save them until after class (or better, for office hours) so we don't use up precious class-time on individual issues.
- While enthusiastic discussion is always good, it is vital that everyone feel able and encouraged to participate. Raising your hand is usually preferable to interrupting a classmate, and you should obviously do your best to demonstrate you're listening to them as well.
- If you have spoken during a given session but others have not, hold off contributing for a bit (but jot down your thoughts so you don't forget them).
- We want to keep in-class discussion casual, but resist the frequent use of expletives!
- Excessive side conversations, checking your cellphone for incoming TXTs, or studying for an exam in another course (for example) are clear signs you are NOT participating in class.
- Should you need to use the restroom, unless otherwise stated there's no need to ask, just leave and reenter discreetly.

In general, you will be held to the Oxford Code of Conduct:

<http://oxford.emory.edu/life-at-oxford/student-conduct/codes-and-policies/code-of-conduct/>

both in the classroom and online.

Electronic Devices in Class

Cellphone use—whether voice or text—is prohibited during class. If you *must* be available to receive incoming calls during class, wait for your call elsewhere. If you must make an emergency outgoing call during class, simply leave the classroom as you would to use the restroom. Cellphones should be stowed in your bookbag or purse and placed on vibrate or powered down.

Laptops, netbooks, tablets, and e-book readers may be used in class only for note-taking, looking over the readings, or occasionally consulting online references. I ask that you avoid using them (or any device) to play games or watch movies, check the weather or the news, check your email or social networking sites, do work for other classes or look things up that are unrelated to this class. Even if you personally can do so and continue to participate in the class, it's unfair to your classmates and will likely affect your peer evaluation, if nothing else.

PDA, game player, and audio/video player use during class is not permitted in general, so these devices should remain powered down and stowed away.

No photography, audio-recording, or video-recording during class is permitted in general. Please speak with me at least a day beforehand if you have an interest in audio-recording a particular class session that you have to miss.

Attendance

While I *will* be keeping a record of individual attendance for the purposes of advising and teams *will* be asked to maintain an attendance record of their own, these records will not directly figure into your grade for this course. Attendance is therefore entirely optional, though it may help me in terms of lesson planning to know beforehand if you'll need to miss a class.

There are several important caveats to this policy, however!

1. I ask that if you attend class on a given day, **you attend the entire class** (or take an absence). Late arrivals will not get extra time on quizzes (you should get with me during office hours if you anticipate ongoing problems making it to class on time). If you need to leave before class is scheduled to let out, even if it's just a few minutes early to make a meeting with your adviser, please don't come to class that day. It's much more disruptive to have someone leaving before class is actually dismissed than to have them miss class entirely.
2. Any quizzes, exercises, or assessments you miss as a result of your absence **cannot be made up later** (if you have a documented medical excuse or family emergency, please consult with me during office hours). Remember too that the final exam will include material presented during lecture and discussion.
3. Keep in mind that your teammates will likely take absences (and their reasons) into account when it comes time for **peer evaluation**. You may be advised to inform your teammates beforehand of any expected absences (or let them know why you missed class afterward).
4. Finally, any team missing half or more of its members on a day when an exercise is planned **will forfeit the associated assessment** (i.e. earn a zero on it). Note that this is *rounded down*: if your team has 6 or 7 members, three or more absent results in forfeiture. If your team has 4 or 5 members, two or more absent results in forfeiture (obviously I will take into consideration whether one of your teammates actually just dropped the course). Given this policy it is probably best to coordinate any absences with your teammates!

If you do unexpectedly miss a class, you should 1) check the course website for any new documents or updates, and 2) contact your teammates as soon as possible to find out what went on.

Yellow Cards

Violation of any of the above may result in receipt of a "yellow card." Taken from the rules of soccer and other sports, the first receipt of a yellow card indicates a warning. While no penalty is entailed, it will be recorded and you will be provided details on the perceived infraction. Second and subsequent yellow cards will entail a grade penalty or other penalty of some kind (details to be provided).

Class Cancellation

In general I will announce any cancellations or relocations ahead of time and at any rate will always try as soon as possible to have an announcement posted inside the classroom or on the door, as well as on the course website.

Access, Disability Services, and Resources (ADSR)

ADSR is Emory's Disability Services "branch office" at Oxford, and is charged with authorizing special accommodations for students with disabilities. If you believe that you are a student who may need academic accommodations due to a disability, you must register with Emory's Office of Disability Services (ODS). Please see me during office hours as soon as possible to discuss your needs. For more information contact accommodations assistant Linda Jefferson <ljeffe2@emory.edu> or see the website of Emory's Office of Disability Services:

<http://www.ods.emory.edu>

Administrative Dates

Aside from the dates given above, all relevant administrative dates can be found on the Oxford website here:

<http://oxford.emory.edu/academics/academic-calendar/>

Changes

1.1: updated assessment weights

1.0: initial version