

**Department:** ANTH

**Course No:** 1006

**Credits:** 3

**Title:** Introduction to Anthropology

**Contact:**Natalie Munro

**Content Area:** CA2 Social Sciences and CA4 Diversity and Multiculturalism

**Diversity:** CA4 International

**Catalog Copy:** (106)Either semester. Three credits. A "four-field" (physical/biological, linguistic, archaeological, cultural) introduction to anthropology as the holistic study of the human species. Topics include physical anthropology, human origins and evolution, language, the archaeology or early civilizations, and cultural anthropology. CA2. CA4-INT.

**Course Information:** a. This course is an introduction to the anthropological study of human biology, culture, and society. By exploring similarities and differences in the ways human beings cope with the natural environment and each other, the course seeks to give students a better understanding of what it is to be human. The format consists of two lecture sections per week plus a one-hour discussion section.

b. Depending on the instructor, the requirements consist of one or two mid-term exams, a final exam, a variable number of quizzes, class participation (primarily in the discussion sections), and a variable number of short written assignments and group exercises conducted in the discussion sections.

c. The course introduces the fundamental concepts and methods of the four fields of anthropology: biological anthropology, archaeology, linguistics and socio-cultural anthropology. Topics include: human evolution, human biological variation, the nature of language, subsistence systems, sex and sex differences, kinship and marriage, politics and warfare, social organization, and religion, science and cosmology.

**Meets Goals of Gen Ed:** 1. Competence in course content will be demonstrated and assessed through exams, verbal participation, and written assignments. To demonstrate competence, students must be able to: define key concepts of anthropology; identify, describe, and cite examples of the cultural systems and institutions typically found in human societies; and explain patterns of cultural diversity.

2. Anthropology gives students a better appreciation of what all humans share by virtue of their common biology and also of how human societies and cultures vary. This course helps students to become tolerant global citizens able to see past local differences in customs and beliefs to embrace our common humanity.

3. Critical thinking is an integral goal and essential practice of anthropology as a discipline. Students are presented alternative models or explanations of the same phenomena and are taught to evaluate the evidence that helps one choose among the models.

4. By looking at the variety of social and cultural institutions and practices as equally valid solutions to the problems faced by human populations (subsistence, reproduction, education, organization of conflict and cooperation, etc.), the course gives students an understanding of the fundamental ethic of anthropology: “cultural relativism,” the perspective that all cultures and societies are ways of life that must be understood in their own terms.

5. By surveying the evolution of mammals, primates, and hominids, as well as the changes documented in the archaeological record, students are given a very deep time scale to appreciate the present human condition. By exposing them to the cultural diversity of other societies, they gain a better sense of the place of their own society in the grand scheme.

6. As described above, the study of the similarities and differences among human cultures and societies is the primary content of the course, and is integrated into every component of instruction and assessment.

7. In addition to the information presented in readings and lectures, students are given the opportunity to find out what it is like to be an anthropologist through short field work projects, in which they use various methods and ethnographic data collection. These projects also include education about the ethical use of human subjects in social science research.

**CA2 Criteria:** 1. A central goal of the course is to introduce fundamental concepts (several of which are listed in the preceding section) and major theories of anthropology as a social science. Students are tested on their mastery of these concepts and approaches.

2. As stated above, students are educated in methods of ethnographic data collection and about the ethical use of human subjects in social science research through doing fieldwork projects.

3. By looking at the variety of social and cultural institutions and practices as equally appropriate solutions to the problems faced by human populations (subsistence, reproduction, education, organization of conflict and cooperation, etc.), students are introduced to ways in which individuals and groups of individuals behave and influence one another and the natural environment.

4. Students are provided with the conceptual tools to compare and contrast the solutions that different social groups have found for a variety of problems. These issues include gender relations, social organization and class structure, politics, and cross-cultural interaction.

**CA4 Criteria:** 1. The core idea of this course is that human beings are biologically similar and culturally diverse and that cultural diversity is patterned. In exploring cultural diversity, students are exposed to the varieties of human experiences, beliefs, and values.

2. By showing students the diversity of belief systems and architectures of social organization, the course demonstrates that they are cultural constructions.

3. By emphasizing our profound biological similarity as members of the same species, and the grounding of our capacity for cultural diversity in that common biological endowment, the course makes a powerful argument for tolerance and acceptance of our fellow human beings. In reviewing the patterns of cultural diversity, the course also emphasizes cultural and social similarities as well as differences.

4. By emphasizing our common humanity, the course helps students develop a sensitivity to issues involving human rights.

**Role of Grad Students:** Graduate student Teaching Assistants lead the 3rd hour discussion sections under the supervision of the faculty instructor. They assign and grade exercises and assignments designed by the instructor, compose and administer quizzes, hold regular office hours to meet with students, conduct review sessions, and calculate students' grades.