

ANTH 1103: Introduction to Anthropology

Section: 01

Department of Anthropology and Middle East Cultures

Mississippi State University

Fall 2020

Instructor: Prof. Anna Grace (AG) Tribble

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Office Hours: After class or by appointment

Course Time: Monday & Wednesday 3:00-4:15 PM

Location: Sanderson Center Gym

Course Description

Welcome to anthropology! As one of the most holistic “ologies,” anthropology is the study of humanity: Who we are, where we’ve been, how we’re different, and how we are all the same. Through the different subfields of anthropology, we can explore humans as animals, as a single species with staggering diversity, as cultural groups, as performers, workers, oppressors, families, healers... the list is endless, as are the opportunities for understanding more about ourselves.

This course provides an overview of the four major subfields of anthropology. **Biological anthropology** concerns human evolution, adaptation, and physiology; **archaeology** focuses on ancient and historical societies and cultural evolution; **cultural anthropology** covers the similarities and differences in societies and cultures; and **linguistic anthropology** concerns the evolution and diversity of human language systems. Anthropologists routinely incorporate theories and methods from a variety of other fields and disciplines, such as biology, geology, chemistry, medicine, law, public health, development, economics, education, and agriculture, and throughout the course we will see the ways in which lessons from these other fields help create a perspective that is uniquely anthropological.

While this course begins with biological anthropology and archaeology and then continues with cultural and linguistic anthropology, we will frequently touch upon these different subfields throughout the course as they often intersect and overlap. Overlaying our survey of these different subfields is a focus on the application of these areas of study in different aspects of modern life – promoting better human welfare, sustainability, acceptance of cultural diversity, and ultimately understanding ourselves, our histories, and our place(s) in this world.

Learning Objectives

By the end of the course, students should be able to:

- Understand and appreciate human biological, linguistic, and cultural diversity, as well as how these features can be reconstructed for the past through biological evidence and material culture.
- Comprehend how scientific research is conducted and scientific knowledge is produced, as well as the differences between scientific and religious explanations for phenomena.
- Be able to think critically about the origin of both cultural and human biological diversity through time and in contemporary societies, as well as relationships between this diversity and concepts of race and ethnicity.
- Grasp the main anthropological approaches to the study of humanity: cross-cultural comparison, the biosocial or biocultural perspective, holism, and evolutionary theory, and the applications of each.
- Think flexibly about the methodologies used to collect and critically assess anthropological data.
- Understand the history of anthropology (theoretical approaches) and the major current issues in the sub-disciplines.

- Appreciate the role of anthropology in the real world.

Prerequisites: None.

Disclaimer: This syllabus is a general plan for the course. Deviations may be necessary in the course of the semester. Changes will be both announced in class and posted on Canvas (Section 03). *It is the responsibility of every student to check the website, be attentive in class, keep informed, and be aware of any such changes.*

Textbook for the Course

Lavenda and Schultz. 2017. Anthropology: What Does It Mean to be Human? Edition: 4 (4e). Oxford University Press. ISBN-13: 978-0190840686
ISBN-10: 0190840684. Marked as “L&S” in the course schedule.

Role of Canvas in the Course

Course updates will be posted on the Canvas page for the class. Updates will include announcements about class, any changes in assignments or readings, and information about quizzes, exercises, and exams. Canvas also contains information that will be useful to you including PDF files of the slides presented in lecture, exam study guides, and links to related sites, as well as your grades for different assignments, exams, etc.

Important Dates for the Semester

08/21/2020: Last Day to Drop a Course without a Grade
09/07/2020: No Class, Labor Day Holiday
10/06/2020: Last Day to Drop a Course with a “W” Grade
11/03/2020: Last Day to Withdraw (see this [link](#))
11/16/2020: Classes End
11/17/2020: Reading Day (no mandatory assignments allowed)
11/18/2020 – 11/20/2020: Final exams for university*
11/23/2020 – 11/24/2020: Final exams for university*

*Note that our class’s final project is due on November 16th, the last day of class, not during the final exam period.

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Assignments and Course Schedule

Assignments are shown below on the day they are due. All assignments must be uploaded electronically to Canvas before the beginning of that class, otherwise they will be considered late.

To succeed in this course, you must do the readings.

Wk	Day	Date	Class Topic	Assigned Reading	Assignment
1	M	Aug 17	Introduction to the course	None	None
	W	Aug 19	Introduction to anthropology and how the scientific method works	L&S. Ch. 1. P. 3-24	Quiz 1
2	M	Aug 24	Why is evolution important to anthropologists?	L&S. Ch. 2. P. 31-41 L&S. Ch. 2. P. 41-59	None
	W	Aug 26	What is the relationship between natural selection and evolution?	L&S. Ch. 3. P. 96-98. L&S. Ch. 5. P. 144-147; 152-158.	Quiz 2
3	M	Aug 31	What can the study of primates tell us about human evolution?	L&S. Ch. 3. P. 61-73. L&S. Ch. 3. P. 74-81.	None
	W	Sep 2	What can the fossil record tell us about human origins? Dating methods and early hominin evolution,	L&S. Ch. 4. P. 82-93 L&S. Ch. 4. P. 98-107	Quiz 3
4	M	Sep 7	No Synchronous Mtg for Labor Day		None
	W	Sep 9	What can the fossil record tell us about human origins? Transitional Homo, and Anatomically modern humans	L&S. Ch. 4. P. 108-124 L&S. Ch. 4. P. 130-141	Quiz 4
5	M	Sep 14	What can evolutionary theory tell us about human variation?	L&S. Ch. 5. P. 144-162; 165-167.	None
	W	Sep 16	Does (biological) race exist?	Antrosio. 2011. Race Becomes Biology, Inequality Embodied. Living Anthropologically (blog). (Canvas)	Quiz 5
6	M	Sept 21	How do we know about the human past?	L&S. Ch. 6. P. 169-195; 197-199.	None
	W	Sep 23	Why did humans settle down, build cities, and establish states?	L&S. Ch. 7. P. 201-229; 233-235.	Quiz 6
7	M	Sep 28	What can anthropology tell us about human biology and health? 1st progress grades reported	Ch. 16 Contemporary Topics: Human Biology and Health (Canvas)	None
	W	Sep 30	Why is the concept of culture important?	L&S. Ch. 8. P. 237-242; 244-256. The Nacirema (Canvas) L&S. Ch. 8. P. 257-271.	Quiz 7
8	M	Oct 5	Methods for studying culture: Interviews	Bernard 2006. Ch.9 Interviewing Unstructured and Semi-Structured. P. 210-215	None
	W	Oct 7	Why is understanding human language important?	L&S. Ch. 9. P. 273-287	Quiz 8
9	M	Oct 12	Why is understanding human language important, cont.?	L&S. Ch. 9. P. 287-301	Assign 1: Interview Questions and Plan
	W	Oct 14	How do we make meaning?	L&S. Ch. 10. P. 305-312; 314-318; 321-326; 330-334.	None
10	M	Oct 19	Why do anthropologists study economic relations?	L&S. Ch. 11. P. 337-361.	None
	W	Oct 21	Why do anthropologists study political relations? 10/23: 2nd progress grades reported	L&S. Ch. 12. P. 363-376; 379-391.	EC Quiz 9
11	M	Oct 26	What can anthropology teach us about sex, gender and sexuality?	L&S. Ch. 13. P. 393-419.	Assign 2: Audio Recording of Interview due

	W	Oct 28	How to Make an Anthropology Podcast 101: Guest Speaker Caroline Owens	Podcast TBD	None
12	M	Nov 2	Where do our relatives come from and why do they matter? Kinship and Marriage	L&S. Ch. 14. P. 421-440. L&S. Ch. 14. P. 441-466	None
	W	Nov 4	What can anthropology tell us about social inequality?	L&S. Ch. 15. P. 469-500.	EC Quiz 10
13	M	Nov 9	How is anthropology applied to food systems?	Review L&S Ch. 11, esp. P. 359-60	None
	W	Nov 11	How is anthropology applied to medicine?	L&S. Ch. 16. P. 503-529.	None
14	M	Nov 16	How is anthropology applied to COVID-19? A Case Study	TBD	Assign 3: Podcasts due

Methods of Evaluation and Standards of Achievement

Note: Full descriptions of each assignment along with rubrics will be available on Canvas

10% - Class Participation: After each synchronous lecture meeting, students will be required to submit (1) a post to the lecture’s discussion board (2) a comment to someone else’s post. The posts will be formatted to mimic Twitter. For Twitter posts, students will submit a tweet (within Canvas) on the topic of discussion (140 characters or less) and will also need to retweet one other student’s post with a short reason behind the retweet choice. Tweets can include original thoughts on the class as well as relevant news articles, podcasts, or journal articles on the topic. Other forms of media can be submitted to the instructor for approval. All of these exchanges will occur within Canvas, not through Twitter itself.

30% - Weekly Reading Quizzes: Reading quizzes will be the focal point of the first half of this course, with 8 graded multiple choice quizzes and two extra credit quizzes (Quizzes 9 & 10) over the course of the semester. These quizzes will be taken outside of synchronous class time and will be due each Wednesday by 11:59pm. With 10 questions on each quiz, students will lose one point of ten possible points for every day late. Reach out to the instructor to determine make-up quizzes.

60% - Anthropology You Should Know! Podcast Assignment: Each of the 18 groups in the class will create a podcast episode over the course of the semester. More details about this assignment, including the rubric, will be available on Canvas closer to time. Refer to that material to guide you through this assignment.

- **20% Assignment 1 - Individual Interview Questions and Plan:** This assignment is the first of three assignments in a larger group project that will result in a podcast episode. In this first stage, the goal of the assignment is for each student in their group to submit all materials related to initial podcast preparations including the podcast theme, interview subject, interview questions, and a 1,000 word essay linking your podcast topic choice to class material.
- **20% - Assignment 2 – Individual Interview Data Collection:** This assignment is the second of three assignments that will cumulatively result in a podcast episode. In this second stage, the goal of the assignment is for each student in their group to submit an assignment that provides (1) an audio recording of their interview (30 minutes – 1 hour) and a 1,000 word essay explaining the interview process and the way in which the data gleaned from the interview ties to class material.
- **20% - Assignment 3 – Creating and Submitting a Group Podcast:** This is the third and final assignment, where each group uses the following materials to build a 20-25 minute podcast episode on

their theme of choice: (1) the 5 interviews done by each group member and (2) audio descriptions and narrative created by any of the 5 team members. Other source material is allowed upon approval by the instructor. Podcast episodes will also have their own jingles and advertisements produced by each team. Let the creativity begin!

Groups: With 90 students in the class, each student will be assigned to a group of five (totaling 18 groups). Each group will have their own Canvas Group and Team Channel, where you can see your team members and communicate with them throughout the semester. Breakout sessions will be a regular part of lecture, and these groups will also be your team for the final podcast. Group reassignment can only occur in a 1 to 1 exchange, so you will have to find another person to trade with and **notify the instructor before any switches occur.**

Extra Credit: Opportunities for extra credit will be announced throughout the semester.

Make Up Assignments and Extensions: Due to the COVID-19 pandemic, each case for make-ups or extensions of any kind will be determined on a case-by-case basis. I am here to support everyone's learning, but I also want to promote a just and equitable learning environment.

This class will rely on **MSU's Honor Code** to handle any academic misconduct during the semester. Please refer to the relevant information [here](#).

University Grade Breakdown

Course Grade	Evaluation
A	your grade \geq 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	your grade $<$ 60%

Important Class Policies

Email Policy: I will do my best to respond to emails from students within 48 hours. Include "Intro to Anthro" in the subject line. Please use proper "netiquette" in all emails.

Pronoun Policy: There will be a student survey on the first day of class for those who feel comfortable disclosing their pronouns that way. Alternatively, you are free to email me at any time to discuss concerns about your preferred pronouns, preferred name, or any other issues relevant to the LGBTQIA+ community.

Religious Beliefs Policy: Evolutionary theory provides the framework in which most of our discussions will be based. The course is not concerned with spirituality or religious beliefs and students are left to make up their own minds about the ultimate explanatory values of evolutionary theories. Critical thinking, logic, and reason are needed for success in this course. If you want to discuss how any of the academic content from class meshes with your personal beliefs, please come to office hours.

Technology Policy: Laptops and tablet computers are permitted during lectures but may not be used during examinations or quizzes. The use of cell phones or other electronic devices to record lectures, view slides, etc., are permitted, but may not be used as calculators during exams or quizzes. Anyone using an electronic device during class for purposes other than the stated allowances will be asked to put their device away or to leave the class (see the MSU academic Operating Policy 10.08, <https://www.policies.msstate.edu/policy/1008>).

Class Pacing Policy: The course is cumulative, building on material from previous weeks. It is critically important to stay up to date. Attendance at lecture is strongly recommended. Lecture slide PDFs will be posted on Canvas, and after synchronous lectures, the recordings will also be posted. The reading load is moderate. If you are having difficulties keeping up with the course work or attending lectures for legitimate reasons (personal or family issues, health concerns, academic issues, etc.) **please contact the instructor as soon as possible.**

Classroom Conduct Policy for In Person and Online Interactions: Please show respect for the instructor and your fellow classmates by silencing your cell phones and *not texting, etc. while in class*. Should you absolutely need to monitor your phone or answer a phone call during class (for example, due to a family emergency), please inform the instructor prior to class. While in class, please also avoid checking email, reading non-course related material, arriving late or exiting early (unless you have already notified the instructor of a legitimate need to do so), and sleeping. Please conduct yourself in a professional manner during discussions and debates, and refrain from hurtful, inflammatory, or disrespectful speech as well as disruptive or confrontational behavior. *No hate speech will be tolerated. We aim for an enthusiastic, engaged, and accepting dialogue in this class.*

Attendance Policy: Class attendance is strongly recommended when possible, but your grade will come from class participation occurring through discussion boards which can be completed outside of the synchronous meeting time. Experience indicates that students who attend class regularly do significantly better than students who do not. The topics covered in this course are often challenging and class instruction will prove important when learning the material. While each of these points are true, we are currently in an unprecedented learning environment due to the COVID-19 pandemic. *I value your health and safety more than your ultimate performance in my course.* Therefore, I am enforcing the guidelines outlined by the University's Comprehensive Health and Safety Return Plan for the following four groups:

- A. Symptomatic, Confirmed Positive:** Immediate isolation for a minimum of 14 days since symptoms began. You must be symptom free for at least 72 hours of the isolation. Active monitoring by University Health Services.
- B. Symptomatic, Confirmed Negative:** Immediate isolation while awaiting test results. May return to normal activities 72 hours after symptom recovery.
- C. Asymptomatic, Confirmed Positive:** Immediate 14-day self-isolation and compliance with local public health quarantine orders. Active monitoring by University Health Services. Self-monitor for symptom development, check temperature twice daily, and keep a log of the results.
- D. Asymptomatic, Close Contacts of COVID-19 Positive Cases:** Immediate 14-day self-quarantine unless released earlier by University Health Services. Self-monitor for symptom development, check temperature twice daily, and keep a log of the results. Requires compliance with local public health quarantine orders.

During this semester, the most important rule is as follows: *Do not come to class if you fall into any of the four groups above. If you do, follow the stated guidelines and seek medical care immediately.* As your professor, I promise to make the proper accommodations needed so that any student who must miss class due to COVID-19 will have every opportunity to succeed in the course. In return, I ask each of you to strictly follow these COVID-19 guidelines. *Your health and the health of your classmates depends on your continued vigilance, self-awareness, and self-care during these difficult times.* Students who have been formally diagnosed with COVID-19, have COVID-19 symptoms, or have been in close contact with someone who has been diagnosed with COVID-19 are required to let me know through email immediately.

Important University Policies

Academic Honor Code: Please be familiar with the university's policies on student codes of conduct and academic honesty. (<http://www.honorcode.msstate.edu/resources/>). Upon accepting admission to MSU, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code, and they will be enforced during this class: there is a no forgiveness policy on misconduct in this class. For additional information, please visit: <http://honorcode.msstate.edu/policy>.

Students Support Services: MSU complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. Please register with the Coordinator of the Office of Student Support Services (<http://www.sss.msstate.edu>, 01 Montgomery Hall, call 662-325-3335) and if necessary, make an appointment with the instructor to discuss your needs ***as soon as possible***.

Title IX: MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement. Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

COVID-19 Response Policy from MSU: To safeguard the health of all members of the MSU campus during this global pandemic, the university has reconfigured classroom spaces and adjusted room capacities to assure adequate physical distance between all individuals in each room. In addition, the university has published requirements for the use of face coverings for everyone on campus, including specific requirements for their use in all classrooms, labs, and shared office spaces regardless of physical distancing. In order to mutually protect the students' freedom to learn and the instructor's ability to teach in a safe classroom environment, everyone in this classroom is required to wear a face covering in the classroom in accordance with MSU policy (<https://www.msstate.edu/sites/www.msstate.edu/files/SafeReturnBooklet.pdf>). If a student cannot wear a face covering due to a medical condition, they should request an accommodation via the Office of Disability Support Services. If a student simply doesn't want to wear a face covering, they will not be permitted to remain in the classroom or lab. In the event that face-to-face classes are suspended due to the pandemic or its effects, I will continue instruction in a manner that best supports the course content and student engagement. In this event, I will notify all students of the change via my university email address (the official vehicle for communication with students). At that time, the instructor will provide details about how instruction and communication will continue, how academic integrity will be ensured, and what students may expect during the time that face-to-face classes are suspended. If a student becomes unable to continue class participation, the student should contact me and your advisor for guidance.