

SOC 103

Introduction to Anthropology – COURSE OUTLINE SPRING 2009

Course Information

Organization	Mercer County Community College
Developers	Nichol Wilson Killian; Gianna Durso-Finley
Development Date	20083
Course Number	SOC 103
Instructional Level	100 Level
Division	Liberal Arts
Department	Social Science
Potential Hours of Instruction	3
Total Credits	3

Description

Explores the “four fields” of anthropology: Physical anthropology (the systematic study of humans as biological organisms); archaeology (the study of human cultures through the recovery and analysis of material remains and environmental data); linguistic anthropology (the study of human language); and cultural anthropology.

Types of Instruction

Instruction Type	Contact Hours	Credits
Lecture	3	3

Textbooks

William A. Haviland, Harald E.L. Prins, Dana Walrath, and Bunny McBride. *The Essence of Anthropology*. Thomson/Wadsworth. 2007. **Edition:** 1st. **Pages:** 348+. **ISBN:** 978-0-534-62371-5.
Source: Mercer County Community College Bookstore or any vendor.

Prerequisites

Students must be academically eligible for college-level work

Exit Learning Outcomes

General Education Outcomes

Skills: Exhibit an increased competence in critical and creative thinking, aesthetic awareness, independent and collaborative learning, and an appreciation of diversity and commonality.

- A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
- B. Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- C. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
- D. Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse

systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

Course Competencies/ Goals

1. Understand and discuss with confidence key concepts and methods basic to the study of the four fields of anthropology. (Unit 1)
2. Compare and contrast the similarity and diversity of the human experience, including the various traditions that allow different cultures to accomplish the same vital tasks. (Units 4,5, & 6)
3. Appreciate and provide illustrative examples for the various roles that culture plays in the development of society. (Units 4,5, & 6)
4. Compare and contrast the concepts of ethnocentrism and cultural relativism in various cultural settings and across various institutions. (Units 1-6)
5. To read critically, to understand, evaluate, respond to, and synthesize a variety of texts (scholarly articles, research findings, etc.) (Units 1-6)
6. Demonstrate an ability to view the world from an anthropological perspective and release culture-bound theories. (Units 1-6)

Unit one: *Nature of anthropology and concept of culture*

General Education Outcomes

Goal 1. Communication. Student will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior, social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.
- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Define and list the characteristics of the four fields of anthropology.
2. Discuss the holistic perspective intrinsic to the discipline of anthropology.
3. Compare and contrast anthropological research methods to other natural science techniques.
4. Illustrate the significance of “participant-observation” in anthropological fieldwork.
5. Critique the concept of culture according to anthropological theory.

6. Engage in debates on the ethical issues surrounding anthropological research and the responsibility to the study group.

Unit two: Primate Evolution

General Education Outcomes

Goal 1. Communication. Student will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior, social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.
- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Apply Mendel's laws to the theory of primate evolution
2. Differentiate between Lamarck's and Darwin's concepts of evolution
3. Discuss Natural Selection
4. Identify commonalities between primate species
5. Analyze the evolutionary effects of genetics
6. Trace the process of evolution from australopithecine to anatomically modern human (AMH)
7. Evaluate the impact of cultivation and domestication on culture
8. Describe the focus and methodologies of archaeology

Unit three: Language and communication

General Education Outcomes

Goal 1. Communication. Student will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior, social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.

- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Illustrate the significance of language to humans and culture
2. Demonstrate an understanding of the foundation of verbal/written language
3. Analyze the diverse forms of verbal and non-verbal communication
4. Critique ethno/sociolinguistics and its application to cultural diversity
5. Discuss the theories of the origin and divergence of language

Unit four: Subsistence, Economics, and Politics

General Education Outcomes

Goal 1. Communication. Student will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior, social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.
- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Compare and contrast the characteristics of the five major subsistence patterns
2. Summarize the aspects of sexual/age division of labor
3. Illustrate the various types of product distribution and exchange
4. Differentiate core attributes of the four major political systems
5. Discuss political and social control
6. Describe processes of change in control of culture

Unit five: Mating, Marriage, Family, and Kinship

General Education Outcomes

Goal 1. Communication. Student will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior, social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse

systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.
- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Identify cultural taboos and control of reproduction
2. Compare and contrast the various forms and types of marriage
3. Explain the function of marriage
4. Differentiate between the various residence patterns
5. Illustrate the types and characteristics of descent groups
6. Utilize the kinship/residence pattern terminology in discussions/written exercises

Unit six: The Supernatural

General Education Outcomes

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Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 7: Humanities: Students will analyze and interpret texts, ideas, imageries, and discourse systems in literature, philosophy, and religious studies. Students will encounter, identify, and engage with the human values, traditions, beliefs, and perspectives that these resources reflect.

The student will demonstrate competence:

- By participating in class discussion.
- By completing written or oral assignment.

Learning Objectives

The student will be able to:

1. Summarize the anthropological approach to religion
2. Classify key concepts of types of religion/supernatural beliefs
3. Critique the types of spiritual specialists
4. Define ritual in anthropological terms
5. Discuss the stages of rites of passage and intensification
6. Analyze the notion of witchcraft in western and non-western cultures
7. Critically assess the “How vs. Why” theory
8. Discuss revitalization movements
9. Explain the significance of syncretism in oppressed cultures

Schedule

Session	Target Competencies	Notes
Unit one: Nature of anthropology and concept of culture	<ul style="list-style-type: none"> • course and requirements • the discipline of anthropology • the “four fields” of anthropology • applied anthropology • anthropology fieldwork • ethics in anthropology • characteristics of culture 	
Unit two: Primate evolution	<ul style="list-style-type: none"> • Mendelian genetics <ul style="list-style-type: none"> ○ Laws of segregation and independent assortment 	
	<ul style="list-style-type: none"> • Natural selection <ul style="list-style-type: none"> ○ Lamarckism vs. Darwinism ○ Mutation, Genetic drift, gene flow, and adaptation 	
	<ul style="list-style-type: none"> • process of evolution from australopithecine to h. sapien-sapien • effects of cultivation /domestication on homo sapien species <ul style="list-style-type: none"> ○ Diffusion, independent and secondary innovation 	
	<ul style="list-style-type: none"> • Archaeology and paleo-archaeology <ul style="list-style-type: none"> ○ Excavation methods ○ Fossil dating techniques ○ NAGPRA 	
Unit three: Language and communication	<ul style="list-style-type: none"> • nature of language and significance to our species • descriptive language <ul style="list-style-type: none"> ○ Phonemes, morphemes, grammar and syntax • historical linguistics <ul style="list-style-type: none"> ○ Glottochronology, linguistic divergence • methods of communicating <ul style="list-style-type: none"> ○ Kinesics, paralanguage, dialects, gender-speak, code 	

	switching, etc.	
Unit four: subsistence, economics, and politics	<ul style="list-style-type: none"> ● subsistence patterns <ul style="list-style-type: none"> ○ Foragers, pastoralists, horticulturalists, agriculturalists, and industrialists 	
	<ul style="list-style-type: none"> ● division of labor (DOL) patterns <ul style="list-style-type: none"> ○ Sexual DOL, age DOL, specialization 	
	<ul style="list-style-type: none"> ● distribution and exchange <ul style="list-style-type: none"> ○ Reciprocity and barter ○ Redistribution ○ Market exchange 	
	<ul style="list-style-type: none"> ● political systems <ul style="list-style-type: none"> ○ Band, tribe, chiefdom, state ● political control and social order <ul style="list-style-type: none"> ○ Internalized control, externalized control ○ Social control through witchcraft, law, sanctions 	
	<ul style="list-style-type: none"> ● processes of change <ul style="list-style-type: none"> ○ Assimilation, acculturation, ethnocide, genocide, rebellion, and revolution 	

Unit five: mating, marriage, family, and kinship	<ul style="list-style-type: none"> ● control of sex and taboos ● forms, functions, and types of marriage <ul style="list-style-type: none"> ○ Endogamy vs. exogamy ○ Monogamy vs. polygamy ○ Extended vs. nuclear 	
	<ul style="list-style-type: none"> ● residence patterns <ul style="list-style-type: none"> ○ Matrilocal, patrilocal, neolocal, avunculocal 	
	<ul style="list-style-type: none"> ● descent groups <ul style="list-style-type: none"> ○ types of descent groups and kinship terminology 	

	<ul style="list-style-type: none"> ○ Matrilineal vs. Patrilineal 	
Unit six: The supernatural	<ul style="list-style-type: none"> ● anthropological approach to religion <ul style="list-style-type: none"> ○ Animism, ancestral spirits, deities 	
	<ul style="list-style-type: none"> ● spiritual specialists <ul style="list-style-type: none"> ○ Shamans, priests/priestesses ● ritual ● rites of passage and intensification ● witchcraft <ul style="list-style-type: none"> ○ “How vs. why” theory ○ Functions of witchcraft ● revitalization movements <ul style="list-style-type: none"> ○ Cargo cults ● syncretism 	

Evaluation of Student Learning

Quizzes, graded homework, and/or “minute” essays will be used to comprise the in-class portion of the grade. Instructors may also choose to incorporate a project in the course which would also be a part of the in-class portion. Unit tests will be administered in the testing center, with the questions selected to reflect the above student learning outcomes for each unit. The final is comprehensive.

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
 - Knowingly represent the work of others as their own
 - Knowingly represent previously completed academic work as current
 - Fabricate data to support academic work
 - Use or obtain unauthorized assistance in the execution of any academic work
 - Give fraudulent assistance to other students
 - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.