I. Course Description:
This is a general introduction to anthropology (the study of what it means to be human) and to the theories, concepts, and methodologies central to the study of anthropology. We will explore the holistic nature of anthropology by investigating the four main subfields of anthropology: Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistics. Topics include evidence of the past, analysis and interpretation of archaeological materials, dating methods, genetics and evolution, the living primates, primate evolution, the hominids, the emergence of the genus *Homo*, human variation and adaptation, culture, subsistence and economic systems, social stratification, marriage and family, gender, marital residence, kinship, political systems, religion and magic, art, globalization and the fate of indigenous peoples, and applied anthropology. We will also investigate, discuss, and evaluate opposing views in anthropology.

II. Prerequisites: This course is open to undergraduate students and has no prerequisites.

III. Learning Objectives:
Upon completion of the course the student should be able to:
A. recognize the role of archaeology as a subfield of anthropology; understand the theory and methods involved in a study of the human past; discuss and evaluate contemporary approaches to archaeology and the challenges it faces today; understand the role of the environment in the development of human cultures; and recognize the archaeological evidence for culture change
B. write and speak about the science of archaeology within the context of anthropology
C. upon reflection of this course, demonstrate the basic knowledge of how to research, excavate, analyze, and interpret archaeological remains.
D. demonstrate a knowledge of the principles of genetics and the development of the theory of evolution
E. understand the course of human evolution using the fossil record, the importance of the study of primatology in biological anthropology, and modern human variation
F. understand and discuss the methods, theories, and concepts of anthropology
G. learn in a meaningful way what anthropology is, what anthropologists do, and what anthropologists have learned
H. explain the concept of culture and its significance, demonstrate a basic knowledge of the specific cultures studied in the course and demonstrate an understanding of basic ethnographic fieldwork methods.  
I. define problems affecting cultures today, analyze data, differentiate between fact and opinion, understand a culture's historical context and evaluate solutions to problems facing cultures in a global world.  
J. gain a better understanding of the diverse ways of life lived by people in specific cultures around the world, the pitfalls of ethnocentrism, and how the past informs the present  
K. better understand the cultural assumptions underlying our own existence and view humans as products of both biology and culture.  

IV. Teaching and Learning Methods:  
Methods may include lecture, discussion, collaborative assignments, and case studies (written and/or media) that foster critical thinking about the subject. Your most important source of information for this class will be the lectures. Lectures relate to, but are not confined to the textbook. You are responsible for the content of each day's lecture as well as the readings assigned. If an absence is absolutely necessary, get the lecture notes from a classmate, not from the professor!  

Class attendance and participation: You are expected to attend every class and to participate in classroom discussions. If you are frequently absent, you are not participating. Excessive absence may be sufficient cause for dismissal from class or from the University. I consider three or more absences excessive. Important course material will be covered during class and it is impossible to make this up adequately. It is your responsibility to find out what you missed should an absence be necessary.  

V. Required Texts:  
Haviland, William, Harald Prins, Dana Walrath, and Bunny McBride  
Wadsworth Cengage Learning, United States  

McGraw-Hill CREATE Introduction to Anthropology articles SOC 120 (available in SLU bookstore)  

Assigned readings are to be completed before each class.  

VI. Outline of Topics:  
A. Anthropology as a science  
B. The four subfields holistic approach  
C. Evidence of the past: artifacts, ecofacts, and features  
D. Finding evidence  
E. Analysis and interpretation in archaeology  
F. Dating methods  
G. Origins and consequences of food production  
H. Ethics in anthropology
I. Genetics and evolution
J. Living primates and primate evolution
K. The hominids
L. The origins of culture and the emergence of the genus Homo
M. The emergence of Homo sapiens
N. The Upper Paleolithic
O. Human variation and adaptation
P. Culture and culture shock
Q. Theoretical approaches
R. Language and culture
S. Subsistence and economic systems
T. Social stratification
U. Marriage, family, gender
V. Marital residence and kinship
W. Political systems
X. Religion and magic
Y. Art
Z. Globalization, indigenous peoples, and applied anthropology

VII. Methods of Evaluating Student Progress:
Semester evaluation will be based on demonstrated ability to understand and use relevant terms, concepts, and interpretations pertaining to anthropology. To evaluate your development in this area, the course utilizes the following forms of evaluation:

1. Exams (3 @ 60 points each for a total of 180 points). Exams may include multiple choice, matching, true/false, and/or short answer questions. You will succeed if you read for comprehension, attend class and participate, take notes, ask questions, see the instructor outside of class as needed, and start to prepare for the first exam on the first day of class. Keep up with the readings! Please note that many of the exam questions will be based on the lectures, therefore attendance is absolutely necessary for success.

The exams will cover the following material:

**Exam 1:**
Chapters 1, 2, 3, 4
All lecture material, films, articles assigned and any additional readings.

**Exam 2:**
Chapters 5, 6, 7, 8, 9, 10, 13
All lecture material, films, articles assigned and any additional readings.

**Exam 3:**
Chapters 11, 12, 14, 15, 16
All lecture material, films, articles assigned and any additional readings.
2. Quizzes, summaries, or essay question (8 @ 15 points each for a total of 120 points). The quizzes/summaries will cover the articles assigned from the reader. Expect multiple choice, true and false, short answer, and/or a summary. Note: Quizzes cannot be made up.

Grades: Exam grades will be posted as soon as reasonably practical. Normally, this will be within one week, but could be longer in unusual circumstances. Grades are based on a standard college grading scale. The grade you receive is directly proportional to the effort you put in. You will have the opportunity to accumulate a maximum of 300 points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 60 points each)</td>
<td>180 points</td>
</tr>
<tr>
<td>Quizzes/summaries (8 @ 15 points ea.)</td>
<td>120 points</td>
</tr>
<tr>
<td>Total possible points:</td>
<td>300</td>
</tr>
</tbody>
</table>

Your grade will be based on the accumulation of points, based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Incremental grading required by the university is as follows:

- A = 300-279, A- = 278-270, B+ = 269-261, B = 260-249, B- = 248-240,
- C+ = 239-231, C = 230-218, C- = 217-210, D+ = 209-200, D = 199-190, D- = 189-180, F = 179-0

Assigned readings: All readings, whether chapters from the text or articles assigned, are to be read prior to the class. Coming prepared to class will give you some background concerning the topic of the day, will position you to ask questions either for clarification of the material or to expand your knowledge on the topic, and will allow you to participate in the discussion of the readings.

VIII. Academic Integrity and other course policies:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. Examples of academic integrity include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to: assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University.
Students should review the College of Arts and Sciences policy on Academic Honesty, which can be accessed on-line at http://www.slu.edu/x12657.xml, under “Quicklinks for Students” or in hard copy form in the Arts and Sciences Policy Binder in each departmental or College file.

IX. Nondiscriminatory policy and human diversity:
Saint Louis University has a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, gender, national origin, ethnicity, religion, sexual orientation, or political orientation. A specific University goal is to foster “respect for diversity, other cultures, and belief systems.”

X. Students with special needs:
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, leaning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.
- Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314 977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.
- Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course due to the presence of a disability, should contact the Office of Disabilities Services this week. Please telephone the office at 314-977-8885, or visit Room 331 in the Busch Student Center.

XI. Instructor/course evaluation:
The instructor and course will be evaluated at the end of the term by students through the use of WebCt or Survey Digs. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information which will help to improve both the quality of the course and instructional competence. In completing these evaluations, the student should be mindful of the extent to which the course objectives have been met.

XII. Additional information:
- It is expected that you will not distract other students with tardiness or disruptive behavior. Please BE ON TIME. If you come in late, do not walk in front of me or across the front of the classroom. Enter quietly and take the first available seat near the door.
- Cell Phones & Laptop Computers in Class: I do not allow the use of cell phones (either for talking or text-messaging) in the classroom. Make sure all cellular devices are turned off. If you are expecting a call of critical importance, ask permission from your instructor.
to put your phone on vibrate/silent. If it is imperative that you respond to the call, leave class so that you don't disturb your fellow students (or me). You may use a laptop computer in class but only for taking notes on lecture material, NOT for surfing the web or IM-ing! It is very distracting to students around you if you use the computer for something other than course activities. I will ask that such behavior be reported to me. Any unauthorized use of a computer will result in expulsion from the class and you will be banned from using a computer in class for the rest of the semester.

- Please be respectful of my job as an instructor, the right of your fellow students, and our combined efforts to create a good learning environment while you are in class. If your cell phone rings or vibrates during an exam, you forfeit the grade for that exam.
- Readings are to be completed prior to class meetings.
- I do not accept papers or other work via e-mail or as attachments. Hard copies only.
- Please be advised that I expect your name to appear on all assignments and exams. If your name does not appear on your work, I reserve the right to issue you a failing grade for that assignment.
- Please staple all assignments before coming to class. Do not use report covers.
- Cheating will automatically result in a failing grade.
- Plagiarism will not be tolerated. Attribute all of your sources of information, whether directly quoted or paraphrased, both in-text and in bibliographic form.
- Incomplete (“I”) grades are not given unless a severe circumstance occurs (e.g. death in family, severe illness) AND the student has already demonstrated the ability to succeed in the class. The terms of an incomplete grade must be worked out with the instructor before the last week of class.
- Please keep a copy of any written assignments and/or papers for your records until final grades have been posted.
- I do not give a mid-term nor a final exam. Instead, there will be three exams given during the semester. Therefore, we do not meet during finals week.
- I encourage you to meet with me if you are confused about an assignment or are experiencing difficulty of any kind in the course.

- **Due dates and exam dates are clearly marked in the syllabus and I assume that you will be available on those dates. MAKE SURE YOU HAVE NO CONFLICTS WITH THE EXAM SCHEDULE, AS THERE WILL BE NO EARLY OR LATE EXAMS GIVEN.**

- The syllabus and class notes reflect the intellectual property of the professor and may not be circulated outside the class without written permission.
- **No extra credit assignments will be given.** Prepare to commit to the class from the beginning.
- **Bring a #2 pencil and a good eraser to the exams. BE ON TIME.**
MAKE-UP EXAM POLICY:
* You MUST notify me (by e-mail, leave a message on my office phone, or with the department secretary prior to the exam if you must miss it.
* An exam can only be made up if you can document a legitimate reason for having to miss it (i.e. doctor's note, court documents, death certificate, etc.). After approval of your documentation, a make-up date will be determined, but it MUST occur within three days of the missed exam. After three days, the grade for the missed exam will be zero.
* Make-up exams are to be arranged with the instructor, but will be administered in the Testing Center.
* Please be aware that make-up exams may consist entirely of ESSAY QUESTIONS. Only one make-up is allowed. **There is no make-up for the last exam** unless there are severe extenuating circumstances.

DISCLAIMER: This syllabus offers a guideline for the class. Please be advised that the dates indicated on the syllabus may be revised during the course of the semester. As the professor of this class, I reserve the right to amend or otherwise modify the schedule should I deem it warranted and/or necessary at any point during the semester. Should changes be required, they will be announced during regularly scheduled class times. Therefore, if you have been absent, contact classmate as soon as possible to insure that you have updated information.

XIII. Additional Information
**A & S Core Curriculum:** This course, SOC 120 Introduction to Anthropology, satisfies the Cultural Diversity requirement in the Arts & Sciences Core. It includes the following three of the five Saint Louis University “dimensions of learning”: a) Scholarship and Knowledge, b) Intellectual Inquiry and Communication, and c) Community Building.

**Minor or Major in Anthropology:** SOC 1200, Introduction to Anthropology, is also the foundation course for those students wishing to fulfill a minor degree in the field of Anthropology. An Anthropology minor makes a wonderful compliment to a variety of majors at SLU. Popular recent combinations have been: Sociology major/Anthro minor; Political Science major/Anthro minor; Philosophy major/Anthro minor; Theology major/Anthro minor, History major/Anthro minor, Business major/Anthro minor, and Biology major/Anthro minor. Our department also offers a major in anthropology.
## INTRODUCTION TO ANTHROPOLOGY
### SOC 1200-09
### 2015
### Reading Schedule

(H) = Haviland  
(R) = Reader

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| T   | 8/25 | Introductory class and overview  
Anthropology defined | |
| Th  | 8/27 | NO CLASS (Mass of the Holy Spirit) | |

| T   | 9/1  | The four subfields; Anthropology as science  
Applied anthropology and CRM  
Belief vs. science; Anthropological perspectives  
Anthropological methodology | (H) Chapter 1 |
| Th  | 9/3  | FILM: *Anthropology: CNN* (60 min.)  
Discussion | |

| T   | 9/8  | Archaeology: who, what, when, where, why | (R) Bawaya, p. 39-40 |
| Th  | 9/10 | Archaeology continued | |

| T   | 9/15 | Biological anthropology  
Processes of evolution: mutation, genetic  
Drift, gene flow, natural selection; modern synthesis | (H) Chapter 2  
(R) Jablonski, p. 76-81 |
| Th  | 9/17 | Humans and other primates: traits and taxonomies | (H) Chapter 3  
(R) Sapolsky, p. 65-66 |

| T   | 9/22 | Human evolution | (H) Chapter 4 |
| Th  | 9/24 | FILM: *Skull Wars* (60 min.)  
Discussion  
Review | (R) Wong, p. 71-75 |

<p>| T   | 9/29 | EXAM I | |
| Th  | 10/1 | Neolithic revolution | (H) Chapter 5 |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>10/6</td>
<td>Flex week</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>10/8</td>
<td>Flex week</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>10/13</td>
<td>Cities and states</td>
<td>(H) Chapter 6</td>
</tr>
<tr>
<td>Th</td>
<td>10/15</td>
<td>Human diversity and race</td>
<td>(H) Chapter 7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(R) Mukhopadhyay/Henze p. 24-31</td>
</tr>
<tr>
<td>T</td>
<td>10/20</td>
<td>Cultural anthropology: culture defined; culture shock</td>
<td>(H) Chapter 8</td>
</tr>
<tr>
<td>Th</td>
<td>10/22</td>
<td>Language</td>
<td>(H) Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(R) Schildkrout p. 35-38</td>
</tr>
<tr>
<td>T</td>
<td>10/27</td>
<td>Language continued</td>
<td>Bring dictionary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sesquipedelian</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>10/29</td>
<td>Gender and kinship</td>
<td>(H) Chapters 10 and 13</td>
</tr>
<tr>
<td>T</td>
<td>11/3</td>
<td><strong>EXAM II</strong></td>
<td>(H) Chapter 12</td>
</tr>
<tr>
<td>Th</td>
<td>11/5</td>
<td>Marriage, sex, family</td>
<td>(R) Scheper-Hughes, P. 7-12</td>
</tr>
<tr>
<td>T</td>
<td>11/10</td>
<td>Subsistence and exchange systems</td>
<td>(H) Chapter 11</td>
</tr>
<tr>
<td>Th</td>
<td>11/12</td>
<td>Politics and social control</td>
<td>(H) Chapter 14</td>
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<td>T</td>
<td>11/17</td>
<td>Religion</td>
<td>(H) Chapter 15</td>
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<tr>
<td></td>
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<td></td>
<td>(R) Sosis, p. 1-6</td>
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<tr>
<td>Th</td>
<td>11/19</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>11/24</td>
<td>Globalization</td>
<td>(H) Chapter 16</td>
</tr>
<tr>
<td>Th</td>
<td>11/26</td>
<td>Thanksgiving – NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>12/1</td>
<td>FILM: <em>Stick Fights and Lip Plates</em> (45 minutes)</td>
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<tr>
<td></td>
<td></td>
<td>Discussion</td>
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<td></td>
<td></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>12/3</td>
<td><strong>EXAM III</strong> (See following note)</td>
<td></td>
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</tbody>
</table>

**Note:** I do not give a mid-term or a final exam. Instead, three exams will be given during the semester. However, during finals week, exit interviews will be held, by appointment, during the university’s final exam time scheduled for this class.
I have received a copy of the Course Syllabus and I understand the course requirements and policies, as well as the policy on Academic Honesty.

Name: ________________________________________

(Signature)