Welcome to the exciting field of Anthropology!

This course will provide you with an introduction to the primary theories, concepts, and methodologies relating to Anthropology—the social science study of what it means to be human. We will focus on the holistic nature of Anthropology by covering the traditional four main subfields: Physical/Biological Anthropology, Archaeology, Cultural Anthropology, and Linguistics. We will also examine Applied Anthropology—increasingly accepted as a ‘fifth subfield’. You will gain insight into how the integration of these fields (using both a biological and cultural perspective) is necessary for understanding the complexities of modern human behavior.

The lectures are the primary source of information for the course: make sure you attend each class! There will be two mid-term exams and a final exam. You should plan on attending all lectures, and you will need to do the readings as assigned.

PREREQUISITES

The course is open to undergraduate students and has no prerequisites.

COURSE LEARNING OBJECTIVES

At the conclusion of this course, it is my hope that each student will be able to:

1. clearly identify the major issues in which anthropology is engaged today, its pertinence and applicability, and how it responds to the challenges of a complex, global, and interconnected world.
2. use the knowledge obtained through lecture, readings, and other course assignments to learn to differentiate and integrate the sub-fields of archaeology, physical anthropology, linguistics, and cultural anthropology.
3. be able to apply cross-cultural, comparative, and evolutionary understandings to anthropological and global issues, such as social and political organization, subsistence patterns, kinship systems, and religious beliefs.
4. link personal, local, and regional concerns to larger issues and events covered in class.
5. see themselves as part of the natural world, and humans as products of both biology and culture.
6. recognize how our historical and pre-historical past continues to inform and affect the way we see ourselves, and each other.
7. become aware of their own ethnocentrism and be able to function more effectively with people who embrace differing world views.

**READING MATERIALS**

The following textbook is required, and assigned readings should be completed before each class:


**Additional Information:**
Be sure to visit the Companion Website for the textbook at [http://www.oup.com/us/lavenda](http://www.oup.com/us/lavenda) for additional content relating to the course. Throughout the semester I will also put exciting links and information on the Blackboard site for this class. Please check Blackboard often and explore the links! I will also bring in news and journal articles when appropriate.

**COURSE REQUIREMENTS AND GRADING**

**Grading:**
I have high expectations for students in this course. A person who receives a final grade of “A” in this class will be very knowledgeable of the material covered and will have done excellent work on all exams. A person who receives a grade of “C” will have a good understanding of the course material and will have completed all exams with moderate success. What you gain from this course will be related directly to the level of effort you put into the course.

The student’s final grade will be based on the following:

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>100 pts</th>
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<tbody>
<tr>
<td>Exam 2</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 pts</td>
</tr>
<tr>
<td>Total possible:</td>
<td>350 pts</td>
</tr>
</tbody>
</table>

**PLEASE READ:**
Exam 1 is scheduled for *Thurs, September 24th*. Exam 2 is scheduled for *Thurs, November 5th*; both will be given during the lecture period. The final exam is scheduled for *Tues, December 15th*, from 12:00pm to 1:50pm. Please make sure you have no conflicts with the exam schedule, as there will be no early or late exams given. Make-up exams will be given only to students who have documented evidence of an emergency. *NOTE*: If a student misses a class meeting, it will be his/her responsibility to obtain notes from another classmate, not from the professor!

The breakdown of grading is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>A+</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>

The undergraduate grading scale effective Fall 2005 is as follows:

A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D = 1.0, F = 0.0

**STUDENT OUTCOME ASSESSMENT**

**End of Semester Questionnaire**
In this anonymous and last-day-of-classes assessment students are given a scaling questionnaire. Students are provided with the same course objectives listed in the syllabus, and asked to rank—in a scale of 1 to 5, with 5 being highest—how, and at what level, the expected outcomes were met. The objectives that receive lower
scores will receive more emphasis, or be reevaluated or reformatted, the next time the course is offered. Additional methods of evaluation may be used accordingly.

**OTHER COURSE POLICIES**

**Academic Integrity and Honesty**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

**Nondiscrimination 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 or age, color, disability, gender, national origin, race, religion, sexual orientation, or political orientation. A specific University goal is to foster “respect for diversity, other cultures, and belief systems.”

**Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web address: [http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy](http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy) [www.slu.edu/here4you](http://www.slu.edu/here4you).

**Student Success Center**

- Student Success Center: [www.slu.edu/success](http://www.slu.edu/success)
- Reinert Center for Transformative Teaching & Learning: [www.slu.edu/ctl](http://www.slu.edu/ctl)

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). 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 services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

**Students with Special Needs**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

**Instructor/Course Evaluation**

The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument on Blackboard. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information that will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

**Extra Credit Policy**

*I will assign a limited set of extra credit opportunities – more detail will be given in class.*

**Make-Up Exam Policy**

Students are allowed to take make-up exams only if they have been ill (requires documentation) or if there is an unforeseen emergency. Students must be in contact with the professor during such times.

**Syllabus Changes**

This syllabus/schedule may need to be changed throughout the semester to accommodate time and learning changes. Students will be given reasonable notice of these changes.

**Cell Phones & Laptop Computers in Class**

I do not allow the use of cell phones (for talking, texting, using social media, etc.) in the classroom. Make sure all phones are turned off or are on vibrate/silent mode before entering class. If you are expecting an important call/text, simply leave class to answer it 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 and not for any of the aforementioned activities. Please be respectful of my job as an instructor, and our combined efforts to create a good learning environment while you are in class (only 2.5 hrs a week!).

**ADDITIONAL INFORMATION**

**NEW! B.A. in Anthropology**

SOC 1200 Introduction to Anthropology is one of the required foundation courses for students wishing to fulfill a major degree in the field of Anthropology. *Please contact Dr. MacKinnon for more information if you are interested!*

**The Minor in Anthropology**

The Anthropology minor makes a wonderful compliment to a variety of majors at SLU. *Please contact Dr. MacKinnon for more information if you are interested!*