

Course Description

In this course, students will acquire an understanding of the differences and similarities of cultures in human populations. The content of this course includes but not limited to human cultural origins and their adaptation to the physical environment. Students will analyze the diversity of human behavior and the evolution of cultures which includes patterns of language development. This course will also focus on family and kinship relationships.

Texts

Anthropology: What Does It Mean to Be Human? Robert H. Lavenda and Emily A. Schultz
Cultural Anthropology William A. Haviland

Grading

Class Participation 25 %

- (Please Do Now, Organized Notebook checks, video assignments, Ticket out the Door)

Vocabulary quizzes 10%

- (Vocabulary quiz for each chapter)

Homework/Class Assignments 15%

- Homework/Class Assignments will include reading and responding to selected articles and other classroom activities) *Note: Late Homework/Class assignments 5 points deducted each day it is late unless due to an absence.*

Projects & Presentations 25%

- Directions and grading rubric given for each presentation or project
- *Note: Late projects or 5 points deducted each day it is late unless due to an absence.*

Tests and Written Assessments 25%

- Tests are given at the end of each chapter.
- Directions and grading rubric given for each writing assessment (Article Reflections, Essays, etc.)
- *Note: Late Written Assessments 5 points deducted each day it is late unless due to an absence.*

Chapter 1 “What is Anthropology?”

Objectives

- 1) Explain how anthropologists study human life.
- 2) Explain the concept of culture
- 3) Describe how Anthropology is a cross-disciplinary discipline.
- 4) Explain the fields of Anthropology: Biological, Cultural, Linguistic, Archaeology, Applied, Medical
- 5) Evaluate the purposes of anthropology

Model 1: “Anthropology, Science, and Storytelling”

Assessment: Project Research a myth or ancient story that can be supported and explain my scientific research. Create a Power Point Presentation at explains the origins of the myth or story and connect it to science.

Standards <https://www.socialstudies.org/standards/strands>

Chapter 3 “What Can Evolutionary Theory Tell Us About Human Variation?”

Objectives

- 1) Explain the concept of the Molecularization of Race
- 2) Explain how modern genetics can explain human adaptation and variation
- 3) Explain how phenotype, environment, and Culture affect evolution

Module 2 : “Dating Methods in Paleoanthropology and Archaeology”

Assessments: Essay Informative Explain whether or not companies should conduct DNA testing to trace “racial” origins”. State your position and present arguments but also address opposition arguments on the issue.

Chapter 5: “What Can the Fossil Record Tell Us About Human Origins?”

Objectives

- 1) Explain the characteristics of *Homo habilis*.
- 2) Compare and Contrast Homo Erectus to earlier humans.
- 3) Explain the evolution of *Homo Sapiens*.
- 4) Describe Middle Paleolithic/Middle Stone Age Culture.
- 5) Describe Upper Paleolithic/Late Stone Age culture.
- 6) Explain the spread of Modern *H. Sapiens* in Late Pleistocene Times.

Module 2 : “Dating Methods in Paleoanthropology and Archaeology”

Assessment: Written Test, Informative essay on “Investigating Human-Rights Violations and Identifying Remands” (page 44)

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 6 “How Do We Know about the Human Past?”

Objectives

- 1) Explain the significant role archaeology plays in anthropology
- 2) Describe the subsistence strategies used by humans
- 3) Explain the social and culture structures and how they evolved over time.
- 4) Explain the laws and regulations archaeologists and anthropologists must follow in their disciplines of field work
- 5) Explain the contemporary Trends in Archaeology

Selected Reading: “Archaeology as a Tool of Civic Engagement” and Case study “India’s Sacred Cow”

Assessment: Class Activity “Every Picture Tells a Story” and “Introduction to Archeology and Artifacts” Written Test, Poster Project

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 7 “Why Did Humans Settle Down, Build Cities, and Establish States?”

Objectives:

- 1) Explain the effects of human imagination and the material world on cultural traditions.
- 2) Explain the role of plant cultivation in niche construction.
- 3) List the reasons why animal domestication is difficult to measure with precision in the archaeological record.
- 4) Debate the arguments on whether there was only one motor of domestication.
- 5) Explain how did domestication, cultivation, and sedentism begin in Southwest Asia.
- 6) Explain the consequences of domestication and sedentism.
- 7) Describe social complexity.
- 8) Explain the archaeological evidence for social complexity.

Selected Reading: “Cultivating the Tropical Forest” by Richard K. Reed

Assessment: Class Activities: Create a time line of stratification and analysis of the Andean Civilization, Summative: choose an ingenious population and create a power point presentation of how it developed over time.

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 8 “Why Is the Concept of Culture Important?”

Objectives:

- 1) Describe the anthropologists’ concept of culture.
- 2) Explain how culture, history, and human agency shapes how humans live.
- 3) Define the concept of ethnocentrism.
- 4) Explain whether it is possible to avoid ethnocentric Bias.
- 5) Define the concept of Cultural Relativism.
- 6) Explain how culture and human rights creates a conflict of values.
- 7) Explain how a society’s culture can change and maintain its authenticity.

Selected Reading: Module 3: “on Ethnographic Methods”

Students research an article that demonstrates misunderstanding between cultures

Assessment: Class Activities, students read and analyze an article, create an outline and reflection for the class. The students will give a 5 minute speech.

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Standards: <https://www.socialstudies.org/standards/strands>

Chapter 9: “Why Is Understanding Human Language Important?”

Objectives

- 1) Explain how language and culture connected.
- 2) Describe the characteristics that makes human language distinctive.
- 3) Explain the effects of learning a language.
- 4) Describe the effects of when languages come in contact.
- 5) Define linguistic inequality.
- 6) Explain how language, culture, and thought connected.
- 7) Describe Symbolic practices.
- 8) Explain how symbolic practices and worldviews connected.

Selected Reading: Module 4: “Components of Language”, “The Sounds of Silence” by Edward T. Hall and Mildred Reed Hall, and “Conversation Style: Talking on the Job” by Deborah Tannen

Assessment: Collaboration project

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 10 “How Do We Make Meaning?”

Objectives

- 1) Describe characteristics of play and its effects.
- 2) Define the concept of Art
- 3) Define and explain the concept of ritual.
- 4) Explain the concept of religion.
- 5) Explain how human populations maintain and cope with a changing worldview.

Selected Reading: “Revitalization Drives American Militias” by William O. Beeman, “Cargo Beliefs and Religious Experience” by Stephen C. Leavitt, and “God’s Saviors in the Sierra Madre” by William L. Merrill

Assessment: Quiz, Essay (Document based Assessment)

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 11 “Why Do Anthropologists Study Economic Relations?”

Objectives

- 1) Explain how anthropologists study economic relations.
- 2) Explain the methods in which anthropologists gather evidence on production, distribution, and consumption.
- 3) Describe how goods are distributed and exchanged in human societies.
- 4) Explain how production drives economic activities such as labor, modes of production, and conflicts in the society.
- 5) Explain the reasons why people consume what they do in their societies.

Selected Reading: “Reciprocity and the Power of Giving” by Lee Cronk and “Workaday World-Crack Economy” by Philippe Bourgois “The Hunters: Scarce Resources in the Kalahari” by Richard Borshay Lee

Assessment: Summative project with Chapter 12 “How Do Anthropologists Study Political Relations?”

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 12 “How Do Anthropologists Study Political Relations?”

Objectives

- 1) Explain how are culture and politics related.
- 2) Explain how anthropologists study politics through coercion and power and national identify.
- 3) Describe the connection of Immigration and politics.

Selected Reading: “Why Women Take Men to Magistrate’s Court” by Mindie Lazarus-Black, “Government, Oil, and Political Transformation: The Inupiat Eskimo Case” by Norman A. Chance

Assessment: Summative project for Chapters 11 and 12

Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

Standards: <https://www.socialstudies.org/standards/strands>

Chapter 13 “Where Do Our Relatives Come From and Why Do They Matter?”

Objectives

- 1) Define and describe Kinship.
- 2) Explain the role of descent in kinship.
- 3) Distinguish the roles lineages play in descent such as lineage membership, patrilineages, and matrilineages.
- 4) Define kinship terminologies.
- 5) Explain the concept of adoption.
- 6) Define and describe the concept marriage in human societies.
- 7) Explain the reasons that marriage is a social process.
- 8) Explain how marriage is an economic exchange.
- 9) Define the concept of family such as nuclear, polygynous, extended, and joint.
- 10) Explain how the concept of marriage has changed over time.

Selected Reading: T.B.A

Assessment: Resources: http://anthropology.si.edu/outreach/Teaching_Activities/index.htm and *Conformity and Conflict: Readings in Cultural Anthropology*

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