

ANT 2000E Introduction to Anthropology FALL 2022 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Dr. Nzinga Metzger

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Office Hours:

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Catalog Description – An introduction to basic concepts in physical and cultural anthropology. An exploration of evidence of human evolution.

Course Description – A survey of the four major fields of anthropology.

Prerequisite

- N/A

GE Area if Applicable

- Social Sciences

Textbook & Course Materials

Required Text

- The Human Challenge by Haviland, Prins, Walrath and McBride

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard (www.famu.blackboard.com)

Course Structure

This course will be delivered entirely online through the course management system [Canvas](#). You will use your FAMNet username and password to login to the course.

In Canvas, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas and alternative Internet-based technologies. Activities will consist of readings, videos, quizzes, exams, and optional unit summaries.

FAMU Canvas Access

This course will be delivered FULLY online through a course management system named Canvas. To access this course on FAMU Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Visit the [Office of Instructional Technology](#) page
- Contact the Office of Instructional Technology at 850-599-3460 or oit@fam.u.edu

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check FAMU Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through FAMU email.

Course Goals

The course goals are to introduce the students to the broad field of anthropology; to familiarize students with the 4 major subfields of anthropology and their methodologies to introduce students to basic anthropological concepts in each of the fields.

ANT 2000E-Introduction to Anthropology Fall 2022 Syllabus

Part 2: Course Objectives

The main objective of this course is to familiarize the student with the four fields of anthropology, their areas of concentration and their methods. Upon completing the course, students should be conversant in basic anthropological concepts. You will meet the objectives listed above through a combination of the following activities in this course:

- Module Quizzes
- Unit Exams

After completing assignments which include textbook and online readings and online videos comprehension of reading and other materials will be assessed via module quizzes which will cover all material for which students are responsible in each module. Exams which will cover all modules within that unit.

Sociology and Criminal Justice/CSSAH

ANT 2000E Introduction to Anthropology Fall 2022 Syllabus

Part 3: Topic Outline/Schedule

Important Note: Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Students must complete all modules in order to complete the course. There are four units, each containing several modules. Each module has a quiz and each unit has an exam. Students must complete all quizzes and exams in order to complete the course and receive a grade. All sections of the course will be open at once so that students may pace themselves in completing the assignments.

Course Map

UNIT 1- INTRODUCTION TO ANTHROPOLOGY, BIOLOGICAL ANTHROPOLOGY	
Module 1-Introduction to Anthropology	
Learning Objectives	To become familiar with the four fields of anthropology and what they allow us to study generally
Required Readings	Chapter 1 of Anthropology: The Human Challenge
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	What are the 4 fields of anthropology and what do they allow us to study specifically? How did the field of anthropology emerge? How can contemporary anthropologists use these fields to understand contemporary human life and issues?
Module 2-Biological Anthropology-Evolution, Genetics and Natural Selection	
Learning Objectives	To become familiar with and understand the basic principles of evolution and natural selection and the role that genes play in this process
Required Readings	Chapter 2 of Anthropology: The Human Challenge
Assignments	What Darwin Never Knew , Evolution-Why Sex? , Evolution: Great Transformations
Assessments	END OF MODULE QUIZ
Discussion Questions	What exactly is evolutionary theory? What does it assert? How does it work? What is natural selection? What are genes? How does natural selection work with genes?
Module 3-Biological Anthropology-Apes	
Learning Objectives	To look at modern apes and the similarities and differences to modern humans before looking at our prehuman ancestors.
Required Readings	Chapters 3 and 4 of Anthropology: The Human Challenge
Assignments	Ape Genius (video), Conversations With Koko
Assessments	END OF MODULE QUIZ
Discussion Questions	What are primates? Why are they studied in anthropology? What are some of their capabilities? What can they do that is surprising? What can they do that makes them similar to humans? What can they do that makes them different to humans? What are the differences between apes and other primates? Which animals belong to the group "apes?" Where do they live? How do they live? What are they adapted for?

Module 4-Biological Anthropology-Pre-Humans and Humans	
Learning Objectives	To broadly understand some of early fossil hominids leading up to homo sapiens sapiens, their capabilities and the development of intelligence, toolmaking and symbolic thinking in the human species
Required Readings	Chapters 6 and 7 (8 and 9?) of Anthropology: The Human Challenge
Assignments	Becoming Human First Steps (Selam and Toumai) , Becoming Human: The Birth of Humanity (Turkana Boy)
Assessments	END OF MODULE QUIZ
Discussion Questions	What is the fossil record? What does the fossil record tell us about the development of the human species? What are the main pre-humans we have talked about in the class so far and what are their physiological characteristics? How do they differ from each other? What characteristics make modern humans distinct from their pre human ancestors? What were the hallmarks of symbolic thinking discussed in this section? How do we know people began to develop symbolic thinking? What are some of the physiological traits that point to the ability to speak? What are the tool technologies we have learned about in this segment?
UNIT 1 EXAM	

UNIT 2 ARCHAEOLOGY	
Module 5-Archaeology-The Origins of the Field and its Methods	
Learning Objectives	To become familiar with the origins of the field of archaeology, ie, how it started and who pioneered the field, to understand different archaeological field methods, to understand what exactly archaeologists do in terms of reconstructing ancient lifeways, to understand the role of other fields in this process, to become familiar with different dating techniques (chronometric and relative) to become aware of different ethical issues that come up in the process of conducting archaeological research
Required Readings	Chapter 5 of Anthropology: The Human Challenge and http://education.nationalgeographic.org/encyclopedia/archaeology/
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	How did the field of archaeology start off? Who was mostly involved in this very early form of "archaeology?" What are the different steps archaeologists must go through before they excavate a site? What are some of the ethical issues that can arise as a result of the excavation process? What is relative dating? What is chronological dating? What is the difference between the two?

UNIT 2 ARCHAEOLOGY-cont'd	
Module 6-Archaeology-The African Burial Ground	
Learning Objectives	To understand the significance of archaeology as a field to African American past in the United States, to explore how the methods and issues that arose in module 5 came into play in the discovery and excavation of the African Burial Ground in New York
Required Readings	See Reading 1 (Slavery in NY Readings)
Assignments	The African Burial Ground-1 , The African Burial Ground-2 , The African Burial Ground-3 ,
Assessments	END OF MODULE QUIZ
Discussion Questions	Who were the first Europeans to colonize NY? By whom was the land eventually permanently claimed? Who was there before the Europeans arrived? What was slavery like in New York? Was there any difference between how it was instituted by the Dutch vs the English? What kinds of work did slaves in NY do? How big of a part of NY's economy was slavery? What was life like for the slaves? What were their lifespans? What was in the geographical area of the African Burial Ground before it was a burial ground? Why did black people bury their dead there? What did the area eventually become after it was no longer being used as a cemetery? How was the burial ground re-discovered in the 20 th century? Who was involved? Were there any ethical issues that arose as a result of its discovery? What were they? How were they resolved?

Module 7-Archaeology-Forensic in the African American Burial Ground	
Learning Objectives	To understand how forensic data was used to tell the story of the people buried in New York's African Burial Ground, to understand the difference between acute and degenerative trauma, to understand the different kinds of trauma many people in the burial ground suffered
Required Readings	See Reading 2-(African Burial Ground Trauma-Excerpt)
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	What have you learned about the difference between violent and accidental trauma? What is the difference between acute and degenerative trauma? Which type of trauma was most common in New York's African Burial Ground? How many bodies were exhumed from the Burial Ground and what were their profiles? What other kind of information have we learned about the first Africans in NY from these skeletons?
UNIT 2 EXAM	
UNIT 3-LINGUISTICS	
Module 8-Linguistics-Introduction to Structural and Socio Linguistic Anthropology	
Learning Objectives	To understand what language is from the anthropological view, to understand the difference between the two branches of linguistic anthropology and what they study, to become aware of how structural linguistic anthropology views language and the aspects of language in which it is interested, to understand the intersection of language and culture, to become aware of the types of issues sociolinguistic anthropology addresses
Required Readings	Chapter 15 of Anthropology: The Human Challenge, Linguistics in Action , See Reading 3-Sociolinguistics Reading
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	What aspects of language does structural linguistics study? What are some of the parts of language we've learned with which structural linguistics is concerned? What are graphemes, phonemes, morphemes, and lexemes?
Module 9-Linguistics-Sociolinguistics, Pidgins, Creoles, and Ebonics	
Learning Objectives	To understand the relationship between society/culture and language, to understand how language can shape culture and even perceptions, to understand some of the processes at play in the development of pidgin and creole languages, to begin to understand the relationships between different dialects and the social dynamics at play between high and low status dialects, to understand the difference between dialect and accent, to become familiar with some of the theories on the origins of varying creole languages, to discuss the linguistic and social issues surrounding AAVE or Ebonics within the context of the U.S., to look at AAVE grammar

Required Readings	See Reading 4-Creoles, Pidgins and Ebonics and Reading 5-Creoles, Pidgins and Ebonics Reading 2
Assignments	The Story of English-The MotherTongue , The Story of English-Black on White , The Linguistics of AAVE , The Creole Origins of AAVE ,
Assessments	
Discussion Questions	What is a pidgin language? What is a creole? What is a lingua franca? Are they the same thing? Why or why not? Describe any differences. What are some of the social dynamics that go into defining some dialects as high status and others as low? What is an acrolect? A basilect? An idiolect? A Mesolect? What is diglossia? What is ebonics? How did it come to be? Who speaks it? What factors have contributed to its creation and evolution? What is code switching? What is a speech community? What is the difference between an accent and a dialect? Is Ebonics slang?
UNIT 3 EXAM	
UNIT 4 CULTURAL ANTHROPOLOGY	
Module 10-Cultural Anthropology	
Learning Objectives	To understand what cultural anthropology is, to understand the concept of the cultural iceberg theory of culture, to understand what "non material culture" is, to learn the characteristics of culture, to understand the necessity of culture to human life and continued existence, to learn some basic concepts of cultural anthropology such as ethnocentrism, culture shock, relativism, universalism, race, ethnicity, nationality, etc
Required Readings	Chapter 13 of Anthropology: The Human Challenge
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	What does cultural anthropology address in human society? What makes up "non material culture? What is the relationship between humans and culture? How big of a role does it play in human survival?

Module 11-The Myth of the Negro Past	
Learning Objectives	To prepare to explore some aspects of the cultural iceberg concept by first examining Melville Herskovits' "Myth of the Negro Past"
Required Readings	Reading 6-Myth of the Negro Past chapters 1-4
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	What is "The Myth of the Negro Past?" What does it say? Why did Herskovits write this book? What is his argument? What is the cultural iceberg concept? What does it mean for
Module 12	
Learning Objectives	To explore the idea of a "grammar of culture" as presented by Mintz and Price and to explore some aspects of the cultural iceberg concept using the development of

	African American culture as a lens: What's beneath the surface of the African American cultural iceberg?
Required Readings	Reading 7-Mintz and Price: The Birth of African American Culture, An Anthropological Perspective, Intro and Chapters 1-4, Africanisms in American Culture, Chapters 1,5, and 8
Assignments	
Assessments	END OF MODULE QUIZ
Discussion Questions	How does this reading connect with the reading by Herskovits? What is Mintz and Price's argument? What is a "grammar of culture?"
	UNIT 4 EXAM

Part 4: Grading Policy

Graded Course Activities

Assignments, Exams and Projects

Points	Description
120	4 Unit Exams worth 30 points each
120	12 Module Quizzes worth 10 points each
240	Total Points Possible

Late Work Policy

Late work will not be accepted. Again, all course sections are open so that students may pace themselves and complete all quizzes, exams and other assignments at their own pace.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the FAMU Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points. Grades on objective tests and quizzes will be immediately visible to the students upon completion of the assessment. **BLACKBOARD WILL NOT DISPLAY YOUR ACCURATE NUMBER OF POINTS IF YOU HAVE MISSED ANY ASSIGNMENTS. IF YOU HAVE MISSED ASSIGNMENTS BLACKBOARD SHOWS YOU AN INCORRECT LETTER GRADE BASED ON THE NUMBER OF POINTS YOU HAVE ATTEMPTED RATHER THAN THE NUMBER OF POINTS POSSIBLE IN THE CLASS. YOUR GRADE WILL BE ASSESSED BASED ON THE NUMBER OF POINTS POSSIBLE IN THE CLASS.**

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned by student divided by the total points possible in the class and are assigned as follows:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Important note: For more information about grading at FAMU, visit the academic policies and grading section of the university catalog

Part 5: Course Policies

Participation

Students are expected to participate in all online activities as listed on the course calendar. All assignments must be turned in by the time designated on the assignment. All assignments that are turned in will have an assigned point value and count towards the student's grade in the class.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments must be submitted by the given deadline or

special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the FAMU Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if **appropriate documentation from a doctor or law professional is provided**. All incomplete course assignments must be completed within **by the beginning of Fall 2020**.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Center for Disability Access and Resources](#) (CEDAR) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to CEDAR and meet with a CEDAR counselor to request special accommodation *before* classes start.

CEDAR is located at 667 Ardelia Court, Tallahassee, FL 32307 and can be contacted by phone at 850.599.3180.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

FAMU's Academic Honesty Policy & Procedures

"All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty."

Read more about FAMU's [Academic Honesty Policy & Procedures](#)

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be

reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check FAMU Canvas for corrections or updates to the syllabus. Any changes will be posted on FAMUCanvas.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy Statement

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.)(s). If you have any questions, please see your Academic Advisor.

University Americans with Disabilities Act (ADA) Statement

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states that "Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076." It is the responsibility of the FAMU Equal Opportunity Programs (EOP) Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. If you have any questions, please contact your Academic Advisor or the University EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Disclaimer: This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the extent possible. However, modifications may be made to supplement and/or enhance student learning.