

## Term Information

Effective Term Autumn 2015

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1000  
Course Title Introduction to Anthropology  
Transcript Abbreviation Intro to Anth  
Course Description Introductory exploration of what it means to be human. Course highlights the anthropological sub disciplines of archaeology, biological anthropology, cultural anthropology, and linguistic anthropology.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.0201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Organizations and Politics; Global Studies (International Issues successors)

## Course Details

### **Course goals or learning objectives/outcomes**

- Students recognize anthropology as the study of humanity over time and space.
- Students develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archaeology, and linguistics) and how they are integrated.
- Students acquire foundational knowledge of the major themes, theories, discoveries, and milestones within each of the four anthropological subfields.
- Students develop knowledge of how anthropological practice and theory informs citizens of the world about major ethical, philosophical, political and moral issues.

### **Content Topic List**

- Kinship
- Material Culture
- Human Adaptability
- Language and Culture
- Human Evolution

## Attachments

- 1000 GE Assessment.docx: 1000 GE Assessment  
*(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)*
- 1000 Rationale.docx: 1000 Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)*
- Dr Larsen letter 10 07 14.doc: Chair's Letter  
*(Cover Letter. Owner: Freeman, Elizabeth A.)*
- 1000 Syllabus Final.docx: 1000 Syllabus  
*(Syllabus. Owner: Freeman, Elizabeth A.)*
- ANT 1000 Syllabus\_Distance Learning.docx: 1000 Distance Learning Syllabus  
*(Syllabus. Owner: Freeman, Elizabeth A.)*
- Anthropology 1100 Tech Review.pdf: Tech Review  
*(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)*

## Comments

- There is a special review process in place for courses requesting Distance Learning. Please contact Mike Kaylor (ASCTech) at [kaylor.1@osu.edu](mailto:kaylor.1@osu.edu); he will explain the process and work with the faculty member. The guidelines approved by ASCC are broadly explained here <http://ascas.osu.edu/distance-learning-courses> *(by Vankeerbergen, Bernadette Chantal on 11/20/2014 10:06 AM)*

**COURSE REQUEST**  
1000 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
02/19/2015

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 02:39 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:51 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/20/2014 10:07 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	02/19/2015 10:45 AM	Submitted for Approval
Approved	McGraw,William Scott	02/19/2015 10:47 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/19/2015 11:38 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	02/19/2015 11:38 AM	ASCCAO Approval



**Department of Anthropology**

4034 Smith Laboratory  
174 West 18th Avenue  
Columbus, OH 43210-1106

Phone (614) 292-4149  
Fax (614) 292-4155  
<http://anthropology.ohio-state.edu>

7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen  
Distinguished Professor of Social and Behavioral Sciences and Chair

# ***Introduction to Anthropology***

ANT 1000

**Instructor:** Richard Yerkes  
**Email:** Yerkes.1@osu.edu  
**Phone:** 2-1328  
**Office Hours:** TBA  
**Class Time and Location:** 11:30 a.m. – 12:25 p.m. MWF, TBA

**Course Description:** This course introduces students to Anthropology: the study of human diversity across the world and throughout time. Anthropologists use specific methods and theories to address questions about human origins, biology, thoughts, beliefs, systems, institutions and behaviors. Anthropology is a holistic science comprised of four subfields: physical/biological anthropology, archaeology, linguistics and cultural anthropology. This course surveys each of the four subfields, demonstrates how they are connected via shared theoretical perspectives and methodological techniques, and examines how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems. In addition, we address how evolutionary, ecological, demographic, and cultural factors contribute to variation within and between human populations across the world.

**GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED**  
**Pre and Post course testing of GE learning outcomes will be added to the syllabus**

**Text:** *Introducing Anthropology: An Integrated Approach* (M. Park) 2011. McGraw Hill.

## **Course Objectives**

- To provide an introduction to the concepts, theories, and methods within the field of anthropology
- To foster an appreciation and understanding of human cultural diversity and biological variation
- To describe anthropology's holistic and cross-cultural approach to the scientific study of humans
- To encourage students to use an anthropological perspective to evaluate their own cultures

## **Learning Outcomes**

- (1) Students recognize anthropology as the study of humanity over time and space.
- (2) Students develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archeology, and linguistics) and how they are integrated.
- (3) Students acquire foundational knowledge of the major themes, theories, discoveries, and milestones within each of the four anthropological subfields. Examples include the origins of bipedalism, development of language, emergence of tool use, the agricultural revolution, rise of religion, origin of the state, etc. Moreover, students understand how this information helps shape our understanding of where human diversity- past, present and future – is situated within the world.
- (4) Students develop knowledge of how anthropological practice and theory informs citizens of the world about major ethical, philosophical, political and moral issues.

**In class expectations:** Attending class is integral to the learning process. Class begins promptly at 11:30 a.m. As a courtesy to the instructor and fellow students, you are expected to be on time and stay the entire period. Some lecture material will not be in the text, so it is important to attend every class. **DO NOT** ask the instructor for lecture notes or power point presentations. You will be responsible for information from lecture, films, and readings. If you miss class, it is your responsibility to obtain notes from your fellow classmates. The course outline is a guideline and is subject to change at the instructor's discretion.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. Students with disabilities are responsible for making their needs known to the instructor, and are responsible for seeking available assistance, as soon as possible, and certainly prior to the first examination. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you are not yet registered as a student with a disability, please contact the Office for Disability Services, located in 150 Pomerene Hall, 1760 Neil avenue; telephone 614-292-3307; TDD 614-292-0901; <http://www.ods.ohio-state.edu/>.

**Course requirements:** Your final course grade is based on three examinations: two midterm examinations and a final examination. Each examination is worth 100 points. Exams are not comprehensive and are a combination of multiple choice, true/false, matching, and fill-in-the blank. Exams are based on course lectures, the textbook, and films. Refer to the course outline for the dates of the exams and chapters covered. Review sheets for the exams will be posted at least one week before the date of the exam on Carmen. Be on time to exams, latecomers will not be given extra time. Latecomers will not be admitted after the first person has completed their exam. If you have conflicts with the exam dates, see the instructor immediately. Make-up exams will be at the instructor's discretion. If you miss an exam, you have 24 hours to contact the instructor. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within 1 week after the scheduled exam. Otherwise, the student will receive a "0" for that exam.

<b>Exam 1 (October 3)</b>	<b>= 100 points</b>
<b>Exam 2 (November 3)</b>	<b>= 100 points</b>
<b><u>Exam 3 (Finals week)</u></b>	<b>= 100 points</b>
<b>Total</b>	<b>= 300 points</b>

**Grading:** Final grades will be distributed as follows: Final grades will be distributed as follows: A (92-100), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C-(70-71), D+ (68-69), D (60-67), E < 60.

**Academic Misconduct:** All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Anyone suspected or caught cheating will be reported to the Board of Academic Misconduct.

**Communication:** All students are required to check their Ohio State University student e-mail frequently. I will only use your OSU e-mail address to send general announcements. If you e-mail me from a non-OSU account, clearly identify ANTH 1000 in the subject line so I do not treat your e-mail as junk mail. I check my e-mail frequently during the week, so you can generally expect a response within 48 hours or less during the week. Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. Office hours are not substitutes for lectures.

**Readings:** Set aside time and a place during the week to read the assigned texts. Plan accordingly. Do not wait until the last moment (i.e., a couple of days before the exam) to complete the assigned readings. When reading, determine the purpose of your texts and think critically. Pose questions regarding the content of material. For questions you are unable to answer or for content you do not understand, bring them up before or after class, during an appropriate moment in class, or email me directly. Take notes while you read. Identify key terms, concepts, and examples. Summarize what you have read in your own words. Integrate what you have learned from course texts with information provided in course notes. For instance, does material in the reading serve as an example for concepts covered during lecture? The textbook also provides a companion site offering learning activities, flash cards, glossaries, learning objectives, quizzes, and power points that may help you.

**Lecture Notes:** Set aside time and a place during the week to review your notes from class. Reviewing your notes every day and every week will provide you with sufficient time to learn course material. When reviewing your notes, identify major themes, look for the relationships among concepts and examples, and indicate where your knowledge or understanding is unclear. When you encounter material you do not understand, bring it to my attention before, during, or after class, or through email. Some students also find it advantageous to rewrite their class notes, integrating information from assigned readings, and summarizing notes in their own words.

**Study Aids:** Each individual has a method or learning style they prefer. You must discover what works best for you. Review sheets for exams will be posted on Carmen prior to the exam. Working through the review sheet will assist you in identifying where your notes or understanding of course material may be lacking. Previous students of this course also recommend flash cards and studying with other students. My exams will evaluate not only your ability to define terms or concepts, but also your capacity to illustrate your understanding of these concepts and terms in the larger framework of anthropological knowledge. When studying with other students, stay on task, discuss major points in lecture notes and readings, formulate potential test questions and attempt to answer them, and quiz each other on course material. Your ability to explain course material to others can be a useful gauge of understanding.

**Course Schedule:** Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook. Readings for this class should be completed before each exam. Cultural beliefs or practices presented in the readings may be unfamiliar to you, or contradict your own beliefs and practices, so read with an open mind. Remember: readings and films are fair game on the exam, so take notes. Exam dates are listed below.

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 1</b> 08/27 (W) 08/29 (F)	Syllabus, Introduction Why Study Anthropology?	Chapter 1	
<b>Week 2</b> 09/01 (M) 09/03 (W) 09/05 (F)	<b>NO CLASS!</b> An Anthropological Approach & Themes of Anthropology	Chapter 1	
<b>Week 3</b> 09/08 (M) 09/10 (W) 09/12 (F)	Scientific Method & Evolution Evolution Human Variation & Adaptation	Module 1 Chapter 2	Film: Are We Still Evolving?
<b>Week 4</b> 09/15 (M) 09/17 (W) 09/19 (F)	Human Variation & Adaptation Living Primates Living Primates	Chapter 3  Chapter 4	Film: The New Chimpanze
<b>Week 5</b> 09/22 (M) 09/24 (W) 09/26 (F)	Human Origins & The Fossil Record Human Origins & The Fossil Record Applying Physical Anthropology	Chapter 5	
<b>Week 6</b> 09/29 (M) 10/01 (W) 10/03 (F)	Applying Physical Anthropology Forensic Anthropology <b>MIDTERM 1</b>		Film: Body Detectives <b>MIDTERM 1</b>
<b>Week 7</b> 10/06 (M) 10/08 (W) 10/10 (F)	Studying the Past Small Scale Societies Cultivation & Domestication	Chapter 6	Film: The Iceman



<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 8</b> 10/13 (M) 10/15 (W) 10/17 (F)	Cultivation & Domestication Neolithic Revolution Cities, States, & Civilization	Chapter 7	
<b>Week 9</b> 10/20 (M) 10/22 (W) 10/24 (F)	Cities, States, & Civilization Cities, States, & Civilization Bioarchaeology	Chapter 7	Film: Secrets of the Bog People
<b>Week 10</b> 10/27 (M) 10/29 (W) 10/31 (F)	Bioarchaeology Applying Archaeology Applying Archaeology		Film: Bones of Contention
<b>Week 11</b> 11/03 (M) 11/05 (W) 11/07 (F)	<b>MIDTERM 2</b> Culture Culture	Chapter 8 & 9	<b>MIDTERM 2</b>
<b>Week 12</b> 11/10 (M) 11/12 (W) 11/14 (F)	Language Symbolic Practices Religious Beliefs	Chapter 10 & 11	Film: Fashioning Faith
<b>Week 13</b> 11/17 (M) 11/19 (W) 11/21 (F)	Economic & Political Relations Kinship Social Inequality	Chapter 12 & 13	
<b>Week 14</b> 11/24 (M) 11/26 (W) 11/28 (F)	Social Inequality <b>NO CLASS!</b> <b>NO CLASS!</b>	Chapter 14	
<b>Week 15</b> 12/01 (M) 12/03 (W) 12/05 (F)	Globalization Globalization Applying Cultural & Linguistic Anthropology	Chapter 15	Film: Guatemala: Human Price of Coffee
<b>Week 16</b> 12/08 (M)	Applying Cultural & Linguistic Anthropology		

<b>Finals Week</b>	<b>FINAL EXAM</b>		<b>FINAL EXAM</b>
------------------------	-------------------	--	-----------------------

# ***Introduction to Anthropology***

ANT 1000

**Online**

**Instructor:** Richard Yerkes  
**Email:** Yerkes.1@osu.edu  
**Phone:** 2-1328  
**Office Hours:** Monday 10-12, Thursday 10-12 (Carmen page, e-mail, Google+) or by appointment

**Contacting me:** I will be online on *Carmen Chat* during the hours listed above and available by e-mail. I will also hold a hangout on google+ during these hours if you prefer to talk “face to face.” I can be found for google+ at ([email address here](#)). Use these online office hours as you would use in-person office hours. This is time for you to talk to me to address problems, ask questions, clear up misunderstandings, and receive extra help with course material: it is *not* a substitute for lectures. Please make use of this time throughout the semester – don’t wait until right before an exam!

**Text:** *Introducing Anthropology: An Integrated Approach* (M. Park) 2011. McGraw Hill.

**Course Description:** This course is an online introduction to the field of Anthropology: the study of human diversity across the world and throughout time. Anthropologists use specific methods and theories to address questions about human origins, biology, thoughts, beliefs, systems, institutions and behaviors. Anthropology is a holistic science comprised of four subfields: physical/biological anthropology, archaeology, linguistics and cultural anthropology. This course surveys each of the four subfields, demonstrates how they are connected via shared theoretical perspectives and methodological techniques, and examines how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems. In addition, we address how evolutionary, ecological, demographic, and cultural factors contribute to variation within and between human populations across the world.

**GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED**  
**Pre and Post course testing of GE learning outcomes will be added to the syllabus**

## **Course Objectives**

- To provide an introduction to the concepts, theories, and methods within the field of Anthropology
- To foster an appreciation and understanding of human cultural diversity and biological variation
- To describe anthropology’s holistic and cross-cultural approach to the scientific study of humans
- To encourage students to use an anthropological perspective to evaluate their own cultures

## Expected Learning Outcomes

- (1) Students recognize anthropology as the study of humanity over time and space.
- (2) Students develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archeology, and linguistics) and how they are integrated.
- (3) Students acquire foundational knowledge of the major themes, theories, discoveries, and milestones within each of the four anthropological subfields. Examples include the origins of bipedalism, development of language, emergence of tool use, the agricultural revolution, rise of religion, origin of the state, etc. Moreover, students learn how this information shape our understanding of where human diversity- past, present and future – is situated within the world.
- (4) Students develop knowledge of how anthropological practice and theory informs citizens of the world about major ethical, philosophical, political and moral issues.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. Students with disabilities are responsible for making their needs known to the instructor, and are responsible for seeking available assistance, as soon as possible, and certainly prior to the first examination. If you are not yet registered as a student with a disability, please contact the Office for Disability Services, located in 150 Pomerene Hall, 1760 Neil avenue; telephone 614-292-3307; TDD 614-292-0901; <http://www.ods.ohio-state.edu/>.

See this link (below) for complete accessibility information:  
**<http://www.ada.osu.edu/resources/Links.htm>**

The Ohio State University provides various kinds of academic support, services, and resources which can help students succeed. Click on the link below to access academic services:

**<http://artsandsciences.osu.edu/current-students/university-resources>**

For an overview and contact information for student support services (including the student service center), click this link: **<http://ssc.osu.edu>**

**Course mechanics and requirements:** Each week begins with an **introductory video** from the instructor which provides an overview of topical material to be covered that week. The weekly video serves as a tool for reminders about readings, other assignments (e.g., videos) and examinations. During a typical week, you will have two or three online lectures to watch. Lectures are accompanied by required readings in the text and, on seven occasions, a film related to the week's topic. Links to this material will be on Carmen each week. Your final course grade is based on three examinations: two midterm examinations and a final examination. **Exams are closed-book, internet- and cellphone free, and not collaborative.** Respondus Lockdown Browser and an enforced time limit help enforce this. If you miss an exam you have 24 hours to contact me to arrange a make-up exam. All make-up exams must be taken within one week after the scheduled exam, otherwise you will receive a 0% for that exam. Anyone cheating will be reported to the Board of Academic Misconduct.

Each examination is worth 100 points. Exams are not comprehensive and are a combination of multiple choice, true/false, matching, and fill-in-the blank. Exams are based on lectures, the textbook, and films. Refer to the course outline for the exam dates and chapters covered. Review sheets for the exams will be posted at least one week before the date of the exam on Carmen. Make-up exams will be at the instructor's discretion. If you miss an exam, you have 24 hours to contact the instructor. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within 1 week after the scheduled exam. Otherwise, the student will receive a "0" for that exam.

<b>Exam 1 (October 3)</b>	<b>= 100 points</b>
<b>Exam 2 (November 3)</b>	<b>= 100 points</b>
<b><u>Exam 3 (Finals week)</u></b>	<b>= 100 points</b>
<b>Total</b>	<b>= 300 points</b>

**Grading:** Final grades will be distributed as follows: Final grades will be distributed as follows: A (92-100), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C-(70-71), D+ (68-69), D (60-67), E < 60.

## Course Technology

**Overview:** This course takes place entirely online, so some basic technical skills - and familiarity with Carmen - are required. Computers are available in the OIT computer labs on all OSU campuses. This course is designed to be taken using a laptop or desktop computer, not a tablet or a phone. You will need consistent and reliable internet access throughout the semester. Your internet being down is not an excuse for under-performing in this class. There is internet available on all Ohio State campuses. The great majority of this course takes place in Carmen ([www.carmen.osu.edu](http://www.carmen.osu.edu)), Ohio State University's course management system (CMS). If you have not used Carmen before, or not very extensively, you may wish to take some time to explore it before the course begins. Please make sure that your computer can handle Carmen. To do so, please go to [www.carmen.osu.edu](http://www.carmen.osu.edu). Click the blue "Login" button. On the next page, click the "Carmen System Check" link beneath the grey "Login" button. A series of green check marks will appear if your system checks out and red marks if you need to make changes or updates. If you cannot make these changes or updates, Carmen is accessible on all computers at OSU libraries and OIT computing centers. During the course you will be required to view **seven films**. In order to access video content, you will need to have the most up-to-date versions of *Adobe Flash*, *Quicktime*, and *Realplayer*. If you do not have the most up-to-date versions, certain videos will not work for you. Should this occur, you will most likely be prompted by your browser program to get updated versions. In order to take your exams, you will need to use the Respondus Lockdown Browser to keep the assessments secure. You will be prompted to download the browser when it is needed. NB: this software does not run on Linux-based Operating Systems.

---

The **baseline technical skills** necessary for this online course are as follows:

- Successful students will possess basic computer and web-browsing skills
  - Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
  - Students will need to be proficient with sending and receiving email communication.
- 

**Necessary equipment and technology:**

- Current computer Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website <http://resourcecenter.odee.osu.edu/carmenconnect>)
- Robust high-speed internet connection
- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/> ) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

### **Software:**

Students in this course will be required to take their exams online using the Respondus Lockdown Browser. Please see below for where to download the software for free. The minimum requirements to install and run the software as well as who to contact for technical support issues are listed below (8-help).

ODEE Respondus Information Page:

<http://resourcecenter.odee.osu.edu/carmen/using-respondus-lockdown-browser>

Respondus System Requirements:

<http://www.respondus.com/products/lockdown-browser/requirements.shtml>

Students requiring Carmen technical support contact: [8-HELP](#)

or <https://odee.osu.edu/resourcecenter/carmen>

**Academic Misconduct:** All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Anyone suspected or caught cheating will be reported to the Board of Academic Misconduct.

**Communication:** All students are required to check their Ohio State University student e-mail frequently. I will only use your OSU e-mail address to send general announcements. If you e-mail me from a non-OSU account, clearly identify ANTH 1000 in the subject line so I do not treat your e-mail as junk mail. I check my e-mail frequently during the week, so you can generally expect a response within 48 hours or less during the week. Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. Office hours are not substitutes for lectures.

**Readings:** Set aside time and a place during the week to read the assigned texts. Plan accordingly. Do not wait until the last moment (i.e., a couple of days before the exam) to complete the assigned readings. When reading, determine the purpose of your texts and think critically. Pose questions regarding the content of material. For questions you are unable to answer or for content you do not understand, bring them up before or after class, during an appropriate moment in class, or email me directly. Take notes while you read. Identify key terms, concepts, and examples. Summarize what you have read in your own words. Integrate what you have learned from course texts with information provided in course notes. For instance, does material in the reading serve as an example for concepts covered during lecture? The textbook

also provides a companion site offering learning activities, flash cards, glossaries, learning objectives, quizzes, and power points that may help you.

**Lecture Notes:** Set aside time and a place during the week to review your notes from class. Reviewing your notes every day and every week will provide you with sufficient time to learn course material. When reviewing your notes, identify major themes, look for the relationships among concepts and examples, and indicate where your knowledge or understanding is unclear. When you encounter material you do not understand, bring it to my attention before, during, or after class, or through email. Some students also find it advantageous to rewrite their class notes, integrating information from assigned readings, and summarizing notes in their own words.

**Study Aids:** Each individual has a method or learning style they prefer. You must discover what works best for you. Review sheets for exams will be posted on Carmen prior to the exam. Working through the review sheet will assist you in identifying where your notes or understanding of course material may be lacking. Previous students of this course also recommend flash cards and studying with other students. My exams will evaluate not only your ability to define terms or concepts, but also your capacity to illustrate your understanding of these concepts and terms in the larger framework of anthropological knowledge. When studying with other students, stay on task, discuss major points in lecture notes and readings, formulate potential test questions and attempt to answer them, and quiz each other on course material. Your ability to explain course material to others can be a useful gauge of understanding.

**Course Schedule:** Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook. Readings for this class should be completed before each exam. Cultural beliefs or practices presented in the readings may be unfamiliar to you, or contradict your own beliefs and practices, so read with an open mind. Remember: readings and films are fair game on the exam, so take notes. Exam dates are listed below.



<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 1</b> 08/27 (W) 08/29 (F)	Syllabus, Introduction Why Study Anthropology?	Chapter 1	
<b>Week 2</b> 09/01 (M) 09/03 (W) 09/05 (F)	<b>NO CLASS!</b> An Anthropological Approach & Themes of Anthropology	Chapter 1	
<b>Week 3</b> 09/08 (M) 09/10 (W) 09/12 (F)	Scientific Method & Evolution Evolution Human Variation & Adaptation	Module 1 Chapter 2	Film: Are We Still Evolving?
<b>Week 4</b> 09/15 (M) 09/17 (W) 09/19 (F)	Human Variation & Adaptation Living Primates Living Primates	Chapter 3  Chapter 4	Film: The New Chimpanze
<b>Week 5</b> 09/22 (M) 09/24 (W) 09/26 (F)	Human Origins & The Fossil Record Human Origins & The Fossil Record Applying Physical Anthropology	Chapter 5	
<b>Week 6</b> 09/29 (M) 10/01 (W) 10/03 (F)	Applying Physical Anthropology Forensic Anthropology <b>MIDTERM 1</b>		Film: Body Detectives <b>MIDTERM 1</b>
<b>Week 7</b> 10/06 (M) 10/08 (W) 10/10 (F)	Studying the Past Small Scale Societies Cultivation & Domestication	Chapter 6	Film: The Iceman

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 8</b> 10/13 (M) 10/15 (W) 10/17 (F)	Cultivation & Domestication Neolithic Revolution Cities, States, & Civilization	Chapter 7	
<b>Week 9</b> 10/20 (M) 10/22 (W) 10/24 (F)	Cities, States, & Civilization Cities, States, & Civilization Bioarchaeology	Chapter 7	Film: Secrets of the Bog People
<b>Week 10</b> 10/27 (M) 10/29 (W) 10/31 (F)	Bioarchaeology Applying Archaeology Applying Archaeology		Film: Bones of Contention
<b>Week 11</b> 11/03 (M) 11/05 (W) 11/07 (F)	<b>MIDTERM 2</b> Culture Culture	Chapter 8 & 9	<b>MIDTERM 2</b>
<b>Week 12</b> 11/10 (M) 11/12 (W) 11/14 (F)	Language Symbolic Practices Religious Beliefs	Chapter 10 & 11	Film: Fashioning Faith
<b>Week 13</b> 11/17 (M) 11/19 (W) 11/21 (F)	Economic & Political Relations Kinship Social Inequality	Chapter 12 & 13	
<b>Week 14</b> 11/24 (M) 11/26 (W) 11/28 (F)	Social Inequality <b>NO CLASS!</b> <b>NO CLASS!</b>	Chapter 14	
<b>Week 15</b> 12/01 (M) 12/03 (W) 12/05 (F)	Globalization Globalization Applying Cultural & Linguistic Anthropology	Chapter 15	Film: Guatemala: Human Price of Coffee
<b>Week 16</b> 12/08 (M)	Applying Cultural & Linguistic Anthropology		

<b>Finals Week</b>	<b>FINAL EXAM</b>		<b>FINAL EXAM</b>
------------------------	-------------------	--	-----------------------

## **Rationale: ANTH 1000- *Introduction to Anthropology***

General Rationale: *Introduction to Anthropology* and The Ohio State University.

A four-field introductory anthropology course at The Ohio State University has never been made available and is **long overdue**. Intro to Anthropology is a very common offering in American universities and is – by far – the anthropology course most frequently transferred to OSU. We envision this course will be an exciting and challenging class for beginning students and one which could serve as a gateway to additional courses offered by our department. The course will not be required for our major (Anthropology, Anthropological Sciences) or minor (Archaeology, Physical Anthropology, Cultural Anthropology, Forensics) students and, in fact, cannot be used within any of those major/minor programs. We envision this course will provide an exciting foray into the foundational elements of archaeology, biological anthropology, cultural anthropology, and linguistics and, consequently, will appeal to students of any major and any background. We believe strongly that this introductory course in anthropology fits comfortably in multiple GE categories and we are seeking to place ANT 1000 (*Introduction to Anthropology*) into three: (1) Social Science (Organization and Politics), (2) Culture and Ideas, and (3) Diversity – Global Studies. The goals and expected learning outcomes of each category are listed below as well as the general manner in which the course content meets each outcome. This is followed by information on the manner in which the GE learning outcomes are assessed.

### **I. Social Science (Organizations and Politics)**

**Goals:** Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups and societies interact, communicate, and use human, natural and economic resources.

#### **Expected Learning Outcomes:**

##### **1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.**

*Anthropology is perhaps the most holistic of the social sciences and a major goal of this course is to demonstrate the battery of methods and approaches used by anthropologists to address a multitude of issues, topics and problems. To that end, successful students will be able to describe the diversity of theoretical perspectives, methods, and concepts across the four fields of anthropology to investigate cultural organizations and politics, past and present. This learning outcome is illustrated using a multitude of specific examples including the role of kinship in controlling power, identity politics, authority in hunter-gatherer societies, the rise of chiefdoms, the rise of the state, etc. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.**

*The course deals specifically with introductory concepts of political anthropology (cross cultural variation in the control of power), the evolution of ritual of exchange, the evolution of social structure, the rise of the state, etc. Many architects of these principles within the broader social sciences were anthropologists. This course uses specific examples from extant (living) and extinct (prehistoric) societies such as the transitions from foraging to farming and mobility to sedentism. Students will be able to demonstrate an understanding of the development of cultures in relation to their environment. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.**

*This course emphasizes, among other things, relativism as it applies to the examination of biological and cultural institutions. The concept can be a difficult one to grasp, but it is critical that students do so. Students will be able to discuss the evolution of modern human thought and behavior and their relevance to the development of centralized and hierarchical societies. Students will be able to explain how anthropologists use artifacts and ecofacts to discuss a variety of issues as well as the ethical problems posed by these dynamics. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

## **II. Cultures and Ideas**

**Goals:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:**

**1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.**

*Students are introduced to major cross-cultural milestones of human mental thought and expression including the origins and variation of art, religion (sacred thought), communication, tools, etc. Students are familiar with selected major artifacts and other evidence of material culture. Students will be able to explain the biological basis for speech and origin of language in humans and discuss how language is correlated with social factors such as gender, ethnicity, and class. All major developments and themes are framed and contextualized in time and space*

*in order to promote analysis and appreciation. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**

*Cultural relativity lies at the core of many anthropological perspectives and this is a major point of emphasis throughout the course. To that end, students will be able to explain how languages shape and reflect our thoughts and identities and how these may change over time and space. Students will be able to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. This learning outcome is addressed using multiple examples, some of which are designed to challenge student perceptions and notions. Students will be able to identify and contrast among the cultural, historical and political factors that lead to cultural change, especially as they pertain to language. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**III. Diversity (Global Studies):**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

**1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.**

*As the holistic, scientific and humanistic study of humanity across time and space, anthropology - by definition – must integrate political, cultural, physical, social and philosophical aspects of peoples, cultures and nations across the world. In other words, this learning outcome is met at once by the source material of the anthropological discipline in which students in the course are immersed. Students will be able to recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes and ethical principles, and by understanding cultures in their own terms. Students will develop an appreciation of cultural diversity through an historical perspective by comparing and contrasting cultures over time and throughout space. The principles of cross-cultural survey, ethnography, ethnology, biological anthropology, primatology, linguistics and archaeology introduced and illustrated*

*in this course make achievement of this learning outcome mandatory. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.**

*No discipline has been more involved in defining, clarifying, debating, refining, and researching the concepts of race, gender, ethnicity and (to a lesser extent) national origin and religion, than anthropology. These issues form the core of the cross-cultural and biological approach. Students will be able to discuss the main points of agreement and debate as they pertain to each of these themes and how they relate to problems of the contemporary world. Students will be able to describe the values, attitudes, beliefs, and habits which define the nature and quality of life beyond the borders of the United States and they will learn issues and choices that confront citizens of the world. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

**3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

*Anthropology is, by definition global with its primary goal being to explain human diversity. This diversity is manifest biologically, culturally, archaeologically and linguistically. Students will learn how our species' past and present are integrated and how they may shape the attitudes and beliefs of undergraduate students at OSU. Students will survey the diversity of human accomplishment, both past and present, in order to gain an appreciation of the human condition in the past, present and, perhaps, future. Attainment of this learning outcome will be assessed with specific questions in the pre and post course test.*

## **GE Assessment: ANTH 1000- *Introduction to Anthropology***

**Assessment of GE Expected Learning Outcomes:** *Introduction to Anthropology* will use a single instrument tool to evaluate expected learning outcomes for the three GE categories. This tool consists of an examination that will be administered on the first and last (or close to the last) day of class. The examination will be taken anonymously and will consist of approximately 20 questions designed to address each of the eight learning outcomes distributed across the three GE categories (as outlined above). Results of the tests will be tracked annually to provide longitudinal data on class performance. Results (paper and electronic) of the assessments will be archived in the Department of Anthropology. Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration, similar to other measures used by the department. If an insufficient number of students achieve this standard for a specific GE category (e.g., Global Diversity), we will revise the course to focus more on areas students find problematic.



## Arts and Sciences Distance Education Online Course Component Technical Review Checklist

**Course:** Anthropology 1000

**Instructor:** Richard Yerkes

**Summary:** Online Course

### COURSE TECHNOLOGY

Standard	Yes	Yes with Revisions	No	Feedback/Recommendations
1. The tools and media support the course learning objectives.	✓			This course will be delivered online asynchronously. All tools and media integrated into the course, weekly videos, readings, and bi-weekly movies support the overall course goals and learning objectives.
2. Course tools and media support student engagement and guide the student to become an active learner.	✓			Weekly overview topic videos, video lectures, readings and movies will be used to cover course content. Students will engage with the course materials and instructor on a weekly basis in the following ways: Links to all materials will be on Carmen <ul style="list-style-type: none"> <li>• Weekly overview/topic videos will be used to introduce the students to the topics for the weekly assignments and learning objectives</li> <li>• Students will watch 2-3 online video lectures each week</li> <li>• Synchronous online office hours with the Instructor and T.A. for the course</li> <li>• (Weeks 3,4,6,7,9,10,12,15) Film will be viewed related to the weekly topic</li> </ul>
3. Navigation throughout the online components of the course is logical, consistent, and efficient.	✓			Recommend that the ODEE Distance Learning Carmen shell template be used for this course. Course materials will be organized within Carmen to match the week-to-week schedule outlined in the course syllabus. Detailed weekly activities will be noted in Carmen.
4. Students can readily access the technologies required in the course.	✓			All technology platforms being used for this course are readily accessible to students (Carmen, Google+, email, Respondus Lockdown Browser). The Respondus Lockdown browser required for the course exams is available as a free download to students. The course technology section of the syllabus provides the students with

				the required technical skills needed to access all parts of this course.
5. The course technologies are current.	✓			All technology platforms being used for this course are current. Carmen is a core common tool offered by the university.
6. Funding and support for the course technologies are sustainable for future sections of the course.	✓			Any additional funding required to support this course should be planned for as a part of the departmental budget planning process. At a minimum, funding should be planned for to have course content videos transcribed for ADA purposes.
7. The course technologies, tools and media will be evaluated and updated as underlying technologies, platforms and approaches change.	✓			Carmen will be the primary platform used to access the online content for this course. Recommend that the students for the course be surveyed on the technology and platforms used and that the technology be modified appropriately based on student feedback.
8. The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			In the course technology section of the syllabus the faculty member should add an overview and instructions for students to access Carmen technical support. (8-Help) <a href="https://odee.osu.edu/resourcecenter/carmen">https://odee.osu.edu/resourcecenter/carmen</a>
9. Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. This text should be in 16pt font for the complete accessibility statement. <a href="http://ada.osu.edu/resources/Links.htm">http://ada.osu.edu/resources/Links.htm</a>
10. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	✓			The below link with an overview and contact information for the student academic services offered on the Main campus should be included in the syllabus. <a href="http://artsandsciences.osu.edu/current-students/university-resources">http://artsandsciences.osu.edu/current-students/university-resources</a>
11. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access these services.	✓			The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>

### **Reviewer Information**

- Date Reviewed: 2/12/15
- Reviewed By: Mike Kaylor
- Feedback: Overall the syllabus works very well! I would recommend that you think about setting up the “Course Technology” section of the syllabus in the following way to help make things explicit as possible for the students taking this course (see below). I would also recommend that you include in the “Course Technology” section of the syllabus a section on the Respondus Lockdown browser letting the students know the specific system requirements to run the software as well as where they can download it from and who to contact if they have technical support issues (8-help). You may want to consider setting up a Carmen Connect virtual meeting room for students to use for the online office hours. This is a core common tool offered by the university and it allows the students to use their OSU credentials to access the meeting so a third party account is not needed like with Google+. This is a chat and video/webinar platform and this would help to simplify the student technology requirements for the course. You may also want to consider using the MediaSite video hosting platform available as a core common tool here at the university. This would allow you to embed the videos for the course directly into the Carmen course shell so that the students would not have to exit Carmen to view the course videos. This would help with the issue of having multiple video players currently required for the course and who will provide the technical support etcetera when a student cannot play a course video for some reason. Please note, my team and I from ASCTech can assist and provide support for all recommendations and suggestions made above. If you would like to meet to talk in more detail about these tools etcetera, it would be great to meet and talk!

### **“Course Technology”**

The baseline technical skills necessary for this online course are as follows:

- Successful students will possess basic computer and web-browsing skills
- Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
- Students will need to be proficient with sending and receiving email communication

### Necessary equipment and technology:

- Current computer Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website <http://resourcecenter.odee.osu.edu/carmenconnect>)
- Robust high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/> ) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

### Software:

Students in this course will be required to take their exams online using the Respondus Lockdown Browser. Please see below for where to download the software for free (need download link). The minimum requirements to install and run the software as well as who to contact for technical support issues are listed below(8-help).

Mac minimum requirements for Respondus Lockdown Browser: ??? Need this information

PC minimum requirements for Respondus Lockdown Browser: ??? Need this information

**IMPORTANT NOTE:** It is not required that you use Google+ in this course, but we strongly encourage you to try to use Google+ as a way of communicating with the instructor and/or teaching assistant. We will use this platform for online video chat office hours, and we want you to feel comfortable using it as well. To help you, we are happy to arrange one-on-one Google+ sessions with anyone who requests this, just so we can make sure this technology works for you. If you do not use Google+, it's not essential that you have a webcam or a microphone to complete this course.