

## ANT 2000: General Anthropology

Section 3204 - Fall 2009

MWF Period 10 - WEIL 270

Course Website: [www.anthroyeti.com/ant2000/](http://www.anthroyeti.com/ant2000/)

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### **Required Text:**

Miller, Barbara D.

2008 *Anthropology*. Boston, MA.: McGraw-Hill Higher Education.

Additional course materials will be available to download from the course website. These materials **are not** required and exist solely for the benefit of students.

### **Course Description:**

This course introduces students to the dynamic discipline of anthropology as it exists in the contemporary world. Such an understanding requires a historical perspective as well as a broad foundation because anthropology takes as its subject a wide range of topics. This variation is a product of anthropologists identifying with one or more of four broadly defined sub-disciplines. These sub-disciplines are biological, archaeological, social/cultural, and linguistic. Questions asked by anthropologists include the evolution of modern humans and primate behavior (biological anthropology); the diversity of languages, their origins, and spread across the planet (linguistic anthropology); documenting and understanding the multiplicity of cultural groups throughout the world (cultural anthropology); and the experiences of past peoples as evidenced through their material remains (archaeological anthropology). This course will demonstrate the vitality of anthropology in our rapidly changing world.

**Course Objectives:** Upon successful completion of this course, each student will:

- Have a detailed knowledge of anthropology's sub-disciplines, how they have been re-configured over time, and the major methods employed by each
- Understand the evolutionary sequence beginning approximately 5-6 million years ago leading up to modern humans
- Understand the rise of social complexity and the trajectory of economic, political, and legal systems across time and space
- Develop an appreciation for the wide range of cultural perspectives on kinship, domestic life, reproduction, and illness
- Understand how anthropology contributes to the modern world by exploring the development of religions, expressive cultures, and the importance of cross-cultural communication
- Increase their knowledge of the interconnectedness of our world, and how our world is transforming because of globalization and development, migration, and new media

## **Grading:**

Grades will be determined from four tests and four one-page responses. Students are expected to complete assigned readings prior to class. Make-up tests and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note). Your grades will come from the following:

Four exams	80%	(160 possible points)
Three response papers	15%	(30 possible points)
Five Pop Quizzes	5%	(10 possible points)

## **Breakdown of Grading:**

**Four Tests:** Tests will consist of a mix of multiple choice, true/false, and short answer. Each test will receive grades between 0 and 40. Each test counts for 20% of your final grade. Each test will be worth 40 points; multiple choice and true/false questions are worth 1 point while short answers are worth 2 points. **[Total Points: 160]**

**Three Response Papers:** Three videos will be shown during the semester. Students will respond to each movie in a one-page paper. These papers will receive grades between 0 and 10. Each paper counts for 5% of your final grade. Specific guidelines and a blank copy of the grading rubric for the response papers are attached at the end of this syllabus. **[Total Points: 30]**

**Five Pop Quizzes:** At random points during the semester, students will be asked to take five pop quizzes. These pop quizzes will take place at the end of a class period and cover the readings and lecture for that day. Each pop quiz counts for 1% of your final grade. **[Total Points: 10]**

**Extra Credit:** Students will have the opportunity to earn up to 10 points of extra credit. Extra credit will take two forms. You can choose to write a five-page paper on a specific topic agreed to by the instructor, or volunteer with a faculty member. If a student opts to volunteer, you will need to get permission from both the instructor and faculty member. During the semester, the instructor will discuss numerous volunteer opportunities for undergraduates in the department of anthropology. **[Total Possible Points: 10]**

**Total Possible Points: 210** (it is possible to earn more than 100% if you ace all assignments and complete the extra credit)

## **Course Grading Scale:** (UF now assigns minus grades!)

A 93-100   A- 90-92.9   B+ 87-89.9   B 84-86.9   B- 80-83.9  
C+ 77-79.9   C 74-76.9   C- 70-73.9   D+ 67-69.9   D 64-66.9   D- 60-63.9  
E 59.9 and below

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Total Points	186-200	180-185.8	174-179.8	168-173.8	160-167.8	154-159.8	148-153.8	140-147.8	134-139.8	128-133.8	120-127.8	119.8-0

### **Attendance and Make-up Policies:**

Attendance is not taken in this class, but is highly encouraged. Students not in attendance cannot make up pop quizzes, view videos, or take tests. The only exception to this rule is if you ok an absence with the instructor prior to the absence or produce proper documentation afterwards (e.g. doctor's note). Other than this stated exception, this policy is non-negotiable.

### **Academic Honesty:**

Academic dishonesty will not be tolerated. As a registered student in this course and at the University of Florida, you have agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

If you are caught plagiarizing or cheating on exams you will receive an automatic zero and will be referred to University administration for disciplinary action. If you have any questions please refer to the University's Honor Code which is available online at:

<http://www.registrar.ufl.edu/catalog/policies/students.html>.

### **Student Conduct:**

All students must comply with the Student Conduct Code which can found at <http://www.dso.ufl.edu/studentguide/studentconductcode.php>. Any behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please turn off cell phones and all other electronic devices before class. Laptops may only be used to take notes. Disruptive students will be asked to leave.

**Texting during class is not allowed.**

### **Disability Accommodations:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The Disability Resource office is located in 001 Reid Hall. Further information can be found at [www.dso.ufl.edu/drp](http://www.dso.ufl.edu/drp).

### **UF Counseling Services:**

Resources are available on campus for students having personal or goal oriented problems

1. University Counseling Center, 301 Peabody Hall, 392-1575
2. Student Mental Health, Student Health Care Center, 391-1171 (personal counseling)
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
4. Career Resource Center, Reitz Union, 392-1601

## Semester Calendar:

### *Week 01 – Class Intro, What is Anthropology, Research Methods*

- M 08-24 Class Introduction
- W 08-26 Anthropology: The Study of Humanity – Chapter 1
- F 08-28 Research Methods in Anthropology – Chapter 4

### *Week 02 – Culture, Diversity, Science, and Evolution*

- M 08-31 Culture and Diversity – Chapter 2
- W 09-02 Culture and Diversity – Chapter 2
- F 09-04 Science, Biology, and Evolution – Chapter 3

### *Week 03 – Biological Anthropology: Primates, Human Ancestors, Ancient Humans*

- M 09-07 The Nonhuman Primates – Chapter 5
- W 09-09 The Earliest Human Ancestors – Chapter 6
- F 09-11 Emergence and Evolution of Archaic Homo – Chapter 7

### *Week 04 – Biologically Modern Humans & Test 01*

- M 09-14 Modern Humans – Chapter 8
- W 09-16 Modern Humans – Chapter 8
- F 09-18 Test 01

### *Week 05 – Archaeological Anthropology*

- M 09-21 Neolithic and Urban Revolutions – Chapter 9
- W 09-23 Neolithic and Urban Revolutions – Chapter 9
- F 09-25 Neolithic and Urban Revolutions – Chapter 9 [**Movie 01**]

### *Week 06 – Economic, Political, and Legal Systems*

- M 09-28 Economic Systems – Chapter 11
- W 09-30 Political Systems and Legal Systems – Chapter 16
- F 10-02 Political Systems and Legal Systems – Chapter 16 [**Response 01 Due in Class**]

### *Week 07 – Anthropology, Biology, and Race*

- M 10-05 Contemporary Human Biological Diversity – Chapter 10
- W 10-07 Anthropology and the (social) Construction of Race
- F 10-09 Test 02

### *Week 08 – Kinship: A Fundamental Anthropological Concept*

- M 10-12 Kinship and Domestic Life – Chapter 14
- W 10-14 Kinship and Domestic Life – Chapter 14
- F 10-16 No Class - Homecoming

### *Week 09 – Reproduction, Development, Social Groups, and Stratification*

- M 10-19 Reproduction and Human Development – Chapter 12
- W 10-21 Social Groups and Social Stratification – Chapter 15
- F 10-23 Social Groups and Social Stratification – Chapter 15 [**Movie 02**]

*Week 10 – Health Concerns Cross-Culturally*

- M 10-26 Disease, Illness, and Healing – Chapter 13  
W 10-28 Disease, Illness, and Healing – Chapter 13  
F 10-30 Disease, Illness, and Healing – Chapter 13 [**Response 02 Due in Class**]

*Week 11 – Linguistic Anthropology: Communication*

- M 11-02 Communication – Chapter 17  
W 11-04 Communication – Chapter 17  
F 11-06 Test 03

*Week 12 – Anthropological Approaches to Religion*

- M 11-09 Religion – Chapter 18  
W 11-11 No Class – Veterans Day  
F 11-13 Religion – Chapter 18 [**Movie 03**]

*Week 13 – Expressive Culture: Art, Architecture, Play, & Critique*

- M 11-16 Expressive Culture – Chapter 19  
W 11-18 Expressive Culture – Chapter 19  
F 11-20 Expressive Culture – Chapter 19 [**Response 03 Due in Class**]

*Week 14 – Migration in the Past, Present, and Future*

- M 11-23 People on the Move – Chapter 20  
W 11-25 No Class – Thanksgiving  
F 11-27 No Class – Thanksgiving

*Week 15 – Anthropology in the Modern World*

- M 11-30 People Defining Development – Chapter 21  
W 12-02 No Class – Instructor at AAA Meetings  
F 12-04 No Class – Instructor at AAA Meetings

*Week 16 – Anthropology in the Modern World*

- M 12-07 People Defining Development – Chapter 21  
W 12-09 Test 04

# GUIDELINES FOR WRITING ASSIGNMENTS (2009)

ANT 2000 - General Anthropology – Gonzalez-Tennant

Writing Assignment Reminders: (1) All writing assignments must be handed in by the end of class of the date they are due. **No late papers will be accepted unless arrangements are made with the instructor prior to turning in the paper;** (2) Email submissions will not be accepted.

**Essays should be “free-standing.”** This means that a person can read the essay and, while not having seen the movie or performance, can understand the point you are trying to make. The essay should not read like it came from a longer piece of writing.

In order to do this, your essay should have good structure. Good structure begins with an introductory sentence or sentences. All it really needs to be is a statement of the assignment with your argument included. (Ex. “Although the caste system was abolished after World War II, *Monsoon Wedding* gives evidence that it still affects Indian society, a fact most easily seen through its consideration of marriage.”) Also use a concluding sentence(s) that reiterates the arguments you just made in your paper. (Ex. “The examples of Dubey and Aditi prove that even though the caste system may still have an effect on Indian culture, it does not decide the success of marriages.”) In between these two sentences, break your essay into paragraphs. *The easiest way to do this is to separate each part of the argument into its own paragraph.*

In some assignments you will be asked for an opinion. *However*, in many assignments, you are not being asked for a personal opinion. In some, you are specifically asked to put together an essay supporting a specific position, not express your opinion. In such cases you should not be focusing on “What do *I* think about this topic?” but “What position does *the film* [or the film’s director] take on this topic?” For such a short essay, there is no need to go into anything else. Papers filled with opinions not related to the film or to the specific task assigned will be marked down. Writing to demonstrate that you have understood what the film’s producers were trying to express in no way indicate that you share their opinion.

Some other things to keep in mind in your writing are the following (you will lose points for not following these):

✿ **Proper grammar and mechanics count.** Papers will be evaluated both on proper grammar and on content. I expect good writing; I am impatient with poor writing.

✿ **Cite specific examples** from the film as basis for your points. Rehashing the plot does not say much unless you then go on to explain what the actions in the plot mean.

✿ **Do not make generalizations unless you have data to back it up.** For instance, do not assert that arranged marriages have a higher divorce rate than traditional marriages (or vice versa), *unless you can back the assertion up by citing a source* for the assertion.

✿ **Always use characters’ names in your writing.** This avoids confusion and strengthens the essay. You can keep track of names by taking notes.

✿ In formal writing, like these assignments, **avoid contractions** (i.e. don’t, can’t). Use full words (do not, can not).

✿ **Avoid slang or informal terms unless you are quoting dialogue.** If so, identify it with quotation marks.

✿ **Do not over use the first person** (i.e. “I think that...,” “It seems to me...,” “I noticed...,”). Although this is not grammatically incorrect and some use is perfectly all right, over use tends to make the paper sound too informal.

✿ **Proofread your papers.** Spell-check will not catch every mistake. Read the finished copy of your paper out loud. By doing this, you can really see if it sounds okay.

✿ **Double-space your papers** (for ease in grading and writing comments).

✿ **Margins** must be 1-inch on top, bottom, left, and right.

✿ **Font** must be Times New Roman 12-point.

NAME: \_\_\_\_\_

Assignment: \_\_\_\_\_

PM  
TA's initials

<b>ANT2000 Grading Rubric (Gonzalez-Tennant) 10 pt. assignments</b>					
	<b>Solid</b>	<b>Good</b>	<b>Pass</b>	<b>Fail</b>	<b>PTS.</b>
<b>STYLE ISSUES</b>					
<b>Mechanics:</b> punctuation, spelling, grammar, proofreading	Essentially <b>NO</b> mechanically errors  <b>2.0</b>	A few difficulties  <b>1.5</b>	A moderate number of errors  <b>1.0</b>	Frequent errors, incl. spelling mistakes; haphazard punctuation; incomplete sentences  <b>0.0</b>	
<b>Writing Style/ Organization</b> avoidance of 'fluff,' good vocabulary, active voice, appropriate formality, logic of narrative, good paragraph structure	Writing is VERY good, expressive, and efficient, clearly developed paragraphs in good, logical sequence. No passive voice.  <b>2.0</b>	Writing is clear, very little passive voice; obeys basic rules of essay organization with few problems; only one or two awkward sentences; generally good flow  <b>1.5</b>	Writing is coherent, but passive voice or awkward sentences interfere; thesis statement poorly defined; paragraph structure disorganized; prose jumpy due to lack of good transitions; tone too informal  <b>1.0</b>	Writing difficult to understand; or too much slang or derogatory terms; no thesis or thesis irrelevant to assignment; paragraphs are unstructured or do not follow any order  <b>0.0</b>	
<b>CONTENT ISSUES</b>					
<b>Focuses on the Assignment in sufficient detail</b>	Entire essay centers on assignment (i.e., stays focused) and has roughly assigned length <b>2.0</b>	Most of essay focuses on assignment  <b>1.5</b>	Some of essay focuses on assignment  <b>1.0</b>	Only a small section of the essay focuses on the assignment <b>and/or</b> significantly over or under length <b>0.0</b>	
<b>Ideas and Understanding</b>	<b>UNUSUAL</b> insights; shows <b>MORE</b> than routine and normal understanding of film/performance <small>[assigned only to the very best 5-10% of papers]</small>  <b>2.0</b>	Discussion conforms to intent of assignment; shows student thought about and understood most the major concepts  <b>1.5</b>	Discussion coherent and related to the assignment, hits the most obvious issues, <u>but</u> little analytic depth  <b>1.0</b>	Ideas are randomly presented, argument not pursued, <u>or</u> assignment seriously misinterpreted; parts of film/performance not understood well.  <b>0.0</b>	
<b>Supported Assertions</b>	<b>ALL</b> assertions supported by relevant specific examples  <b>2.0</b>	Most major assertions <u>clearly supported</u> by some explanation or example  <b>1.5</b>	Some assertions supported explicitly; or perhaps implicitly  <b>1.0</b>	Assertions generally not supported or contradictory  <b>0.0</b>	

### Scoring System

	<b><u>NORMAL:</u></b> <b>POINT TOTAL FROM ABOVE (0 – 10 range)</b>	
	<b>DEDUCTIONS:</b>	
		<b>TOTAL</b>
<b><u>SERIOUS ASSIGNMT. FLAW:</u></b>	GENERAL DISREGARD OF THRUST OF ASSIGNMENT <u>or</u> SEEMS TO BE RESPONDING TO A SIMILAR BUT DIFFERENT ASSIGNMENT SHEET (perhaps a paper being re-circulated from another section or from previous year) : <b>(0 - 4 range)</b> <b>Points from matrix NOT totaled</b>	

*Plagiarized papers are to be given a 0, and students submitting them are reported to the Dean of Students office for Academic Misconduct hearings.*