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ANTH\*101L/D  
 CRN 1008

Introduction to Anthropology

Spring 2014  
 Credits: 3.00

**VERY IMPORTANT About the Syllabus/Catalog:** Students are responsible for the information contained in the Course Syllabus and College Catalog. Failure to read and understand the deadlines and regulations will not exempt a student from whatever consequences that may occur.

**Text Book:** Ember & Peregrine: 2012: Human Evolution & Culture, 7<sup>th</sup> ed. Pearson/Prentice Hall

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| <b>Course Description</b>  |                                |   |
| A survey of major fields of anthropology-physical anthropology, archaeology, and cultural anthropology- with emphasis on the distinctive anthropological perspective on human beings and their works. Non-Western cultures will be the focus of the cultural analysis. <b>Prerequisite: Placement in ENG*101.</b> This is an "L" course. This is a "D" course. |                                |   |
| <b>General Objectives of the Course</b>  |                                |   |
| Gain knowledge and skills to become more critical in evaluating the various issues and aspects of culture and cultural diversity   |                                |   |
| Gain understanding why other people are the way they are both culturally and physically.   |                                |   |
| Understand human variations and the concept of race – biology and social race.   |                                |   |
| Understand the differences in cultural values around the world.  |                                |   |
| Master the major fields of anthropology, the differences in each and the familiarity and the differences between anthropology and other social sciences  |                                |   |
| Understand the relationship of culture to human evolution and human diversity.   |                                |   |
| <b>Unit No</b>   | <b>Instructional Unit</b>      | <b>Specific Objectives of Instructional Unit</b><br>(The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is then to be based on the student's accomplishment of these objectives. Assume that each statement is prefixed with "The student will be able to".)  |
| Week1  | The Importance of Anthropology | <ol style="list-style-type: none"> <li>1. Define <i>anthropology</i> and describe its major goals; distinguish it from other academic fields that study humans.</li> <li>2. Identify the subfields of anthropology: physical anthropology, archaeology, linguistic anthropology, cultural anthropology or ethnology, and applied anthropology; describe how these fields could be applied to their career field.</li> <li>3. Identify and describe the following terms: fossil, artifact, sociolinguistics, participant observation, ethnography, and paradigm.</li> <li>4. Describe the holistic approach to studying humans; explain interdisciplinary research and global perspective.</li> <li>5. Define and explain the three types of knowledge (scientific, common sense, and religious beliefs). Assess the importance of science and knowledge.</li> <li>6. Define and discuss the following terms and their function in the process of the scientific method: inductive method, deductive method, variable, hypothesis, and theory.</li> <li>7. Defend the study of anthropology, especially in relationship to other disciplines such as physical sciences, humanities, and other social and behavioral sciences.</li> </ol> |

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| Week2. | Research Methods in Anthropology | <ol style="list-style-type: none"> <li>1. Know the types of data that paleoanthropologists and archaeologists use.</li> <li>2. Understand how archaeological sites are identified and excavated.</li> <li>3. Understand how fossils and artifacts are dated, including the difference between, and examples of, absolute and relative dating techniques.</li> <li>4. Recognize the challenges faced by paleoanthropologists and archaeologists in the analysis, interpretation, and representation of findings.</li> <li>5. Be able to describe the responsibilities and goals of fossil, artifact, and site preservation.</li> <li>6. Know the basic premises and methods of anthropological fieldwork for studying contemporary populations.</li> <li>7. Understand how contemporary cultural data are collected and how findings are analyzed, interpreted, and represented.</li> <li>8. Recognize the ethical concerns of studying contemporary people.</li> <li>9. Know about collaborative research and its advantages.</li> </ol>  |
| Week3. | Genetics and Evolution           | <ol style="list-style-type: none"> <li>1. Briefly summarize speciation as it relates to Darwinian evolution.</li> <li>2. Understand genetic engineering and why some people fear the consequences of genetic engineering.</li> <li>3. Understand what messenger RNA is and how it differs from DNA in the role it performs.</li> <li>4. Understand and explain sociobiology and how it explains the evolution of behavioral traits</li> <li>5. Understand and explain why many people see a conflict between religion and evolution.</li> <li>6. To be able to discuss the basic principles of natural selection.</li> <li>7. Understand the major sources of variability and how each operates to produce modification in a population?</li> <li>8. Understand and describe in what circumstances can natural selection be observed and what these observations tell us about evolution.</li> <li>9. Explain why in the 1930s and 1940s, scientists developed a synthetic theory of evolution and what are its major characteristics and how did this approach improve on earlier ones?</li> <li>10. Understand why sociobiological approach is so controversial.</li> </ol>   |
| Week4. | Human Variation and Adaptation   | <ol style="list-style-type: none"> <li>1. Explain and give examples of the sources of human physical variation.</li> <li>2. Define <i>race</i> in biological terms and describe the aspects of human variation that are physical and those that are sociocultural.</li> <li>3. Define and discuss racism, including affirmative action and possible ways to mitigate or eliminate racism.</li> <li>4. Define and discuss the relationship of the following to race: cline, color distribution, acclimatization, polymorphism, and multivariate analysis.</li> <li>5. Understand how race is considered to be a case of continuous variation.</li> <li>6. Understand the different ways (evolutionary, geographical, and physical) that race has been defined over the ages.</li> <li>7. Define skin color variations and explain their origins, the reasons for its occurrence, how it is adaptive, and its geographical variation.</li> <li>8. Define, explain, and give examples of Bergmann's rule and Allen's rule.</li> <li>9. Explain how climate affects body build, skin color, cranial features, and facial features; provide examples of warm and cold climate variations of each.</li> <li>10. Explain the effects of the physical environment on us.</li> <li>11. Discuss and explain the relationships among heredity, race, and Intelligence and between race and culture.</li> <li>12. Define intelligence and knowledge; describe how each is measured. Define and evaluate the composition, validity, and application of intelligence tests.</li> <li>13. Discuss whether intelligence is the result of nature (genetics) or nurture.</li> </ol> |

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| Week5. | Primates: Past and Present                   | <ol style="list-style-type: none"> <li>1. Define the characteristics of a primate.</li> <li>2. Define the relationship of humans to apes and other primates. Explain why anthropologists study primates.</li> <li>3. Identify the physical and anatomical traits or characteristics that distinguish primates from other animals, being sure to touch on differences in dentition, eyesight, brain size, reproduction, and maturation.</li> <li>4. Describe the origin and usefulness of the modern system of taxonomy; distinguish between the classification schemes used for physical characteristics and genetic relatedness when discussing humans, chimpanzees, gorillas, and orangutans.</li> <li>5. Define <i>anthropoids</i> and their development; compare and contrast New World and Old World monkeys.</li> <li>6. Define the following terms: bipedalism, arboreal, omnivorous diet, fossil localities, nocturnal, brachiation, palynology, quadruped, prehensile, sexual dimorphism, knuckle walking, social grooming, and dominance hierarchy.</li> <li>7. Define <i>sexual dimorphism</i> and understand how it manifests itself in humans and baboons.</li> <li>8. Interpret and discuss the Fayum fossils including the significance of primitive and derived characteristics.</li> <li>9. Describe and identify the significance of <i>Proconsul africanus</i> and <i>Gigantopithecus</i>.</li> <li>10. Describe the most common primate behaviors; describe how humans are similar to, and different from, the other primates.</li> </ol> |
| Week6. | The first Hominids and the Emergence of Homo | <ol style="list-style-type: none"> <li>1. Understand the fossil and archaeological evidence for archaic <i>Homo</i>, including the anatomical traits associated with a given species and its spatial and temporal distribution.</li> <li>2. Know the distinctive features that define <i>Homo</i> relative to the australopiths. Why are <i>H. habilis</i> and <i>H. rudolfensis</i> considered transitional species?</li> <li>3. Be able to define the Oldowan, Acheulian, and Mousterian tool traditions, and the hominins associated with each.</li> <li>4. Know the distinctive anatomical features and the spatial and temporal distributions of <i>H. ergaster</i> and <i>H. erectus</i>. What criteria form the basis for defining <i>H. ergaster</i> and <i>H. erectus</i> as different species?</li> <li>5. Know the distinctive anatomical features and the spatial and temporal distribution of <i>H. neanderthalensis</i>, and some aspects of Neanderthal expressive culture and symbolic thought.</li> <li>6. Have an understanding of the traits associated with archaic <i>Homo</i>, including body shape and locomotion, diet, technology, settlement pattern, sociality and gender relations, and cognition and intelligence.</li> </ol>  |
| Week7. | The Emergence of Homo sapiens                | <ol style="list-style-type: none"> <li>1. Explain the term <i>Oldowan</i> and how use-wear studies contribute to our understanding of how early tools were used.</li> <li>2. Explain the term <i>Acheulian</i> and describe the culture of <i>Homo erectus</i>.</li> <li>3. Describe the technological advances associated with early hominids such as Neandertal.</li> <li>4. Identify the origins, physical characteristics, and technology of <i>Homo sapiens</i>.</li> <li>5. Describe the Upper Paleolithic in Europe, emphasize the changes, especially the technology and migration patterns during this period.</li> <li>6. Describe the Upper Paleolithic hunters in the Americas; explain their origins, how and when humans entered the Americas.</li> </ol>   |

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| Week8.  | Food Production and the Rise of States | <ol style="list-style-type: none"> <li>1. Define and describe the characteristics that distinguish the following terms: civilization, state, and agricultural state.</li> <li>2. Explain why Childe's definition of civilization is not useful for modern anthropologists.</li> <li>3. Describe the importance of written language to the reconstruction of the nature of early agricultural states; distinguish between pictographs, ideographic writing-systems, hieroglyphic writing, syllabic writing, and alphabetic writing.</li> <li>4. Understand possible theories that explain why the written language may be connected to the origins of the state.</li> <li>5. Identify the contribution of central place theory to the interpretation of early agricultural states.</li> <li>6. Explain the importance of monumental architecture in agricultural states, including Egypt and the Americas.</li> <li>7. Analyze the specialization of tasks, status, and social ranking that distinguished state societies.</li> <li>8. Compare and contrast the integrationist (functionalist) theories and conflict theories on state formation.</li> <li>9. Analyze the accounts that support or refute contact between the ancient Near East and the Americas.</li> </ol>  |
| Week9.  | Culture and Culture Change             | <ol style="list-style-type: none"> <li>1. Define <i>culture</i> and describe its component elements (material or nonmaterial culture).</li> <li>2. Define and provide examples of situational learning, trial-and-error learning, social learning, and symbolic learning.</li> <li>3. Define and describe the concepts of values and beliefs; define and evaluate one's own worldview and ideology.</li> <li>4. Define, describe, and provide examples of norms, ethos, folkways, and mores, ideal culture, and real culture.</li> <li>5. Define and provide positive and negative examples of ethnocentrism.</li> <li>6. Explain the goal of cultural relativism and how it may or may not imply condoning other's views.</li> <li>7. Describe the meaning of variations in dress and hairstyle for the individual.</li> <li>8. Describe various views of the concept of race and explain the differences between it and ethnicity.</li> <li>9. Explain cultural universals and their relevance to anthropology</li> </ol>  |
| Week10. | Language and Communication             | <ol style="list-style-type: none"> <li>1. Define and describe the relationship between <i>communication</i> and <i>language</i>.</li> <li>2. Describe the language abilities of chimpanzees and gorillas that have been taught to "talk," and compare their knowledge and abilities to those of a small child.</li> <li>3. Define the following features of human language and explain how they help distinguish between animal communication and human language: <ol style="list-style-type: none"> <li>(a) productivity</li> <li>(b) displacement</li> <li>(c) arbitrariness</li> <li>(d) combining sounds to produce meanings</li> </ol> </li> <li>4. Discuss the challenges to studies of ASL sign use by apes.</li> <li>5. Define, explain, and give examples of the following terms: <ol style="list-style-type: none"> <li>(a) phonology</li> <li>(b) language phones</li> <li>(c) phoneme</li> <li>(d) morphology</li> <li>(e) free and bound morphemes</li> <li>(f) syntax</li> <li>(g) semantics</li> </ol> </li> <li>6. Explain the concept of weak linguistic relativity in relationship to the Sapir-Whorf hypothesis.</li> <li>7. Define, explain, and give examples of the following linguistic terms: <ol style="list-style-type: none"> <li>(a) transformational-generative grammar model</li> <li>(b) deep structure</li> <li>(c) surface structure</li> </ol> </li> </ol> |

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|          |   | <ul style="list-style-type: none"> <li>(d) transformational rules</li> <li>(e) critical stage</li> </ul> <p>8. Define and explain <i>historical linguistics</i>, the <i>family-tree theory</i>, and <i>glottochronology</i>.</p> <p>9. Define, discuss, and provide examples of the following terms:</p> <ul style="list-style-type: none"> <li>(a) sociolinguistics</li> <li>(b) speech community</li> <li>(c) dialects</li> <li>(d) language honorifics</li> <li>(e) greeting behaviors</li> </ul> <p>10. Describe the effect of culture on a language's vocabulary, and identify ways in which people vary use of language according to situation.</p> <p>11. Describe how language has been used to create gender biases.</p> <p>12. Define, explain, and give examples of <i>nonverbal communication</i>, <i>kinesics</i>, and <i>proxemics</i>.</p> <p>13. Identify some common nonverbal symbols in our society, and describe their development (purposeful or spontaneous) and their social function.</p> |
| Week11.  | Economics   | <ol style="list-style-type: none"> <li>1. Know the five modes of production and their differing labor roles, property relations, and degrees of sustainability.</li> <li>2. Be able to place some cultures on the mode of production continuum.</li> <li>3. Understand the meaning of consumption in cultural anthropology and know the two distinct modes of consumption (minimalism and consumerism) that are at opposite ends of the continuum that describes the relationship between supply and demand.</li> <li>4. Know some examples of consumption in microcultures and how they reflect social inequality, particularly as evidenced in food choices.</li> <li>5. Know the two distinct modes of exchange (balanced and unbalanced) that parallel the modes of consumption and broad categories of items that are exchanged cross-culturally.</li> <li>6. Understand the impact of globalization on production, consumption, and exchange in terms of specific cultural examples.</li> </ol>             |
| Week12.  | Social Stratification: Class, Ethnicity, and Racism | <ol style="list-style-type: none"> <li>1. Define <i>racism</i>.</li> <li>2. Discuss the ways in which scientific racism was used to rationalize slavery.</li> <li>3. Critique scientific racism.</li> <li>4. Evaluate how race and intelligence are related or not related.</li> <li>5. Explain the cultural and social significance of race.</li> <li>6. Define the concept of <i>ethnicity</i>.</li> <li>7. Compare and contrast <i>pluralism</i> and <i>assimilation</i>.</li> <li>8. Describe WASP dominance and the role it played in U.S. ethnic relations.</li> <li>9. Critique the role of the Civil Rights movement in the lives of African Americans today.</li> <li>10. Describe examples of ethnic violence around the world.</li> </ol>  |
| Week13.  | Sex and Gender                                      | <ol style="list-style-type: none"> <li>1. Be able to explain the misconceptions about the differences in behavior between boys and girls and what needs to be done to clarify some of these misconceptions.</li> <li>2. Explain why women are more restricted in their sexual behavior than men in most societies.</li> <li>3. Define primary subsistence and secondary subsistence activities.</li> <li>4. Understand why men are apparently more involved in primary activities.</li> <li>5. How does the economy of effort theory explain why men tend to be the producers of such items as musical instruments and boats?</li> <li>6. What influences did women have in Iroquois society.</li> <li>7. How is male homosexuality expressed in Papago society and what function this behavior plays in the overall society.</li> <li>8. Explain the major factors related to the gender division of labor found in almost all societies.</li> </ol>   |
| Week 14. | Marriage, Family, and Kinship                       | <ol style="list-style-type: none"> <li>1. Be able to define kinship and its three bases: descent, marriage, and sharing.</li> <li>2. Know how unilineal and bilineal descent correspond with different modes</li> </ol>   |

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|          |                    | <p>of production and some factors of production involved.</p> <ol style="list-style-type: none"> <li>3. Be aware of how patrilineality and matrilineality work and what their implications are for male and female status in society.</li> <li>4. Be able to define "family" and "household."</li> <li>5. Understand how different cross-cultural variations for spouse selection, and be familiar with the different types of exchanges and marriages.</li> <li>6. Describe findings on kinship networks beyond the household and their special importance among the poor as a means of providing for resource sharing and safety nets.</li> <li>7. Discuss how domestic life is changing internationally and in the United States, and some factors that may be involved.</li> </ol>  |
| Week 15. | Political Life     | <ol style="list-style-type: none"> <li>1. Know what cultural anthropologists study about political organization such as the bases of leadership and power.</li> <li>2. Be able to discuss examples of how different cultures deal with social control.</li> <li>3. Discuss why the emergence of the state and its reliance on power and force is a relatively recent occurrence.</li> <li>4. Describe some of the challenges of doing anthropological fieldwork in contexts of danger and violence.</li> <li>5. Know the different categories of violent behavior and be able to discuss their cultural roots.</li> <li>6. Be familiar with how critical legal anthropology contributes to the study of social inequality.</li> <li>7. Review perspectives on the role that cultural anthropology plays in international affairs.</li> </ol>  |
| Week 16. | Religion and Magic | <ol style="list-style-type: none"> <li>1. How do cultural anthropologists define and study religion?</li> <li>2. What are some major theories about religion in and beyond cultural anthropology that have influenced how cultural anthropologists interpret religious beliefs and practices?</li> <li>3. Review how religious beliefs are expressed.</li> <li>4. Know about several kinds of rituals and how they are enacted in various cultures.</li> <li>5. Be aware of the differences among types of religious specialists and the relationship between increased specialization and various modes of production.</li> <li>6. Be able to discuss how cultural anthropologists approach the study of world religions in comparison to other scholars of religion.</li> <li>7. Define religious syncretism and religious pluralism and provide examples.</li> <li>8. Discuss how text-based religious traditions are adapted locally in response to particular contexts.</li> <li>9. Provide examples of religious change and discuss the causes of these changes.</li> </ol> |
| Week 17  | The Arts           | <ol style="list-style-type: none"> <li>1. Discuss how cultural anthropology contributes to the understanding of what "art" is from a cross-cultural perspective.</li> <li>2. Know the major categories of art cross-culturally.</li> <li>3. Know what cultural anthropologists emphasize in the study of art.</li> <li>4. Understand the major structural factors involved in art such as political and ethnic interests in promotion of identity.</li> <li>5. Be able to provide some examples of how cross-cultural differences in various categories of art such as music, theater, and architecture might relate to their social contexts.</li> <li>6. Consider how art museums are cultural constructions that respond to their own particular contexts.</li> <li>7. Discuss what play and leisure are and provide examples of how they are shaped by culture and contribute to shaping people's cultural worlds.</li> <li>8. Describe how larger cultural structures are involved in how and why art and leisure activities change over time.</li> </ol>                    |

**“D” (Diversity) Course:** The course is meant to foster understanding, open-mindedness and the valuing of others through an appreciation of human differences. This may include race, ethnicity, culture, religion, physical disability as well as class, age, gender, sexual orientation, or other considerations. This requirement mandates that Middlesex students must have had two “L” courses and one “D” course by the time they have completed 60 credits. This course fulfills the general education/liberal arts requirements.

**Course Requirements:** Assigned readings must be done thoroughly as the topics will provide the basis for class discussion.

2. As **(Literacy) Course**, students are expected to complete a Library project or research paper in order to receive a grade.
3. Research paper must be completed and handed in on or before **05/07/14. No late submissions.**
4. Quizzes and exams will consist of objective - multiple choice answer questions based on chapter readings and lectures notes. **None of the exams will be cumulative.**
6. Failure to prepare adequately may impede your performance and the ability to benefit fully from the course.

**WEEKLY DISCUSSIONS - (5 points):** You ABSOLUTELY need to stay up-to-date in this course. It's structured so that everyone is looking at the same lesson and participating in the same discussions, every week. If you'll notice, the topics correspond to “Weeks” in a semester-long course. Besides “Course Content,” the only other thing you'll need on the left-blue-margin is “Discussions,” “Quizzes, and Exams,” for when it's quiz or exam time. Those are calendar-controlled, so they'll only be available during certain windows of time during the course.

Discussion topics are available from Monday 12:01 am to Sunday (**6:00 pm**). **Avoid making submissions at the last minute.**

Students are expected to respond to weekly discussion topics with short comments which must be shared with other students in the class. **However, one or two lines statement (s) will not count towards your grade.**

Students are expected to make their initial posting on the topic and respond to at **least four** of their colleagues comments/postings/arguments etc. Remember you're having an in-class dialogue. You must maintain civility at all times during these discussions.

If you agree or disagree, explain why you agree or disagree and remember to identify by name the person your comments or compliments arguments are directed at. **I need names to be able to verify that this interaction took place. Students who fail to identify others by name will lose points.**

Remember, the more students you interact or communicate with, the more your comments and questions will not only help me make sure that you understand the material; they will also get some interesting discussions going on that should make the class even more exciting

**Weekly discussions are class participation exercises, therefore, absolutely no make-ups for missed discussions.**

**Grading:** Your grade on the **Discussions** will depend on two factors.

1. The Quantity, Quality, and Thoroughness of your initial reply to the Discussion Question.
2. The Quantity, Quality, and Thoroughness of your responses to the replies of other students in the class.

**Methods of Evaluation:**

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| Weekly discussions (Blackboard) | =20% |
| Quizzes (4)                     | =40% |
| Research Paper                  | =15% |
| Final Exam                      | =25% |

**No Make-ups for missed quizzes or exam**, except with excused absence (death in the family, religious holiday, being hospitalized, or Blackboard Learn being unavailable).

**Grading System:**

95 - 100 = A  
90 - 94 = A-  
87 - 89 = B+  
84 - 86 = B  
80 - 83 = B-  
77 - 79 = C+

74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
64 - 66 = D  
60 - 63 = D-  
Below 60 = F

**VERY IMPORTANT:** When taking quizzes or exams you must avoid using unauthorized material, such textbooks or lecture notes. Those found guilty of academic dishonesty will receive an “F” Grade in the course and could be subjected to further punishment deemed necessary by the college authorities. **Save each individual answer as you proceed.**

**Academic Dishonesty:** At Middlesex Community College, we expect the highest standards of academic honesty. As such, academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy **Section 5.2.1 of the Board of Trustees’ Manual**. The policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, presenting those ideas as your own, either knowingly or unknowingly, the use of the website or library materials without proper citation. Students found guilty of academic dishonesty will receive an “F” Grade in the course and could be subjected to further punishment deemed necessary by the college authorities.

**ADA Accommodation Statement:** Middlesex Community College strives to provide services within the guidelines and spirit of ADA, ADAA, and section 504 of the Rehabilitation Act to ensure that students with disabilities have the opportunity for a positive college experience. Students with disabilities who require special accommodation should contact the Office of Disability Support Services (DSS) located in Founders Hall, Room 121. The office phone number is 860-343-5879. Students must be registered with the DSS Office and present the appropriate accommodation form to the professor in order to receive accommodation in class. The college reserves the right to determine the nature and extent of the accommodations provided. Students in need of ambulatory assistance should contact the Dean of Finance and Administration at 860-343-5704 so that emergency evacuation plans can be made.

**Withdrawal Policy:** “You may withdraw from this class any time before the end of the 11th week\* of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.”

**Course Schedule and Reading Assignments:** Make sure you stay up on the readings. There are differences between editions. What’s listed here is for the 7th edition (2012). If you have an earlier version, just make sure you’re studying the same topic!



**Reading Assignments and Test/Exam Schedule:**

| Date                   | Topic   | Readings/Discussions post required  |
|------------------------|---|---|
| Week 1 – 01/22- 26     | 1.Orientation<br>2.The importance of Anthropology   | Do activities- familiarize yourself with Blackboard,<br>Read Ember & Ember Chapter 1<br>Go to <b>discussion</b> tab, and do topic 1 Discussion post and response. |
| Week 2 -01/27– 02/02   | Research Methods in Anthropology                    | Ember Chapter 2<br>Go to <b>discussion</b> tab, and do topic 1 Discussion post and response.  |
| Week 3 - 02/03 – 02/09 | Genetics and Evolution                              | Ember & Ember Chapter 3<br>Go to <b>discussion</b> tab, and do topic 3 Discussion post and response.  |
|                        | <b>Quiz #1</b>                                      | <b>MUST BE TAKEN BETWEEN 02/07 -09</b>  |
| Week 4 – 02/10 - 16    | Human Variation and Adaptation                      | Ember & Ember Chapter 4<br>Go to <b>discussion</b> tab, and do topic 4 Discussion post and response.  |
| Week 5 – 02/17 - 23    | Primates: Past and Present                          | Ember & Ember Chapter 5<br>Go to <b>discussion</b> tab, and do topic 5 Discussion post and response   |
| Week 6 - 02/24– 03/02  | The First Hominids and the Emergence of Homo        | Ember & Ember Chapter 6<br>Go to <b>discussion</b> tab, and do topic 6 Discussion post and response   |
|                        | <b>Quiz #2</b>                                      | <b>MUST BE TAKEN BETWEEN 02/28 -03/02</b>   |
| Week 7 -03/03 - 09     | The Emergence of Homo sapiens                       | Ember & Ember Chapter 7<br>Go to <b>discussion</b> tab, and do topic 7 Discussion post and response   |
| Week 8 – 03/10 - 16    | Food Production and the Rise of States              | Ember & Ember Chapter 8<br>Go to <b>discussion</b> tab, and do topic 8 Discussion post and response   |
| Week 9 – 03/24 - 30    | Culture and Culture Change                          | Ember & Ember Chapter 9<br>Go to <b>discussion</b> tab, and do topic 9 Discussion post and response   |
|                        | <b>Quiz #3</b>                                      | <b>MUST BE TAKEN BETWEEN 03/28 -30</b>  |
| Week 10- 03/31 -04/06  | Language and Communication                          | Ember & Ember Chapter 10<br>Go to <b>discussion</b> tab, and do topic 10 Discussion post and response   |
| Week 11 – 04/07 -13    | Economics   | Ember & Ember Chapter 11<br>Go to <b>discussion</b> tab, and do topic 11 Discussion post and response   |
| Week 12 – 04/14 - 20   | Social Stratification: Class, Ethnicity, and Racism | Ember & Ember Chapter 12<br>Go to <b>discussion</b> tab, and do topic 12 Discussion post and response   |
|                        | <b>Quiz #4</b>                                      | <b>MUST BE TAKEN BETWEEN 04/18 -20</b>  |
| Week 13 – 04/21 - 27   | Sex and Gender                                      | Ember & Ember Chapter 13<br>Go to <b>discussion</b> tab, and do topic 13 Discussion post and response   |
| Week14- 04/28 – 05/04  | Marriage, Family, and Kinship                       | Ember & Ember Chapter 14<br>Go to <b>discussion</b> tab, and do topic 14 Discussion post and response   |
| Week 15 – 05/05 - 11   | Political Life                                      | Ember & Ember Chapter 15<br>Go to <b>discussion</b> tab, and do topic 15 Discussion post and response   |
|                        | <b>Final Exam</b>                                   | <b>MUST BE TAKEN BETWEEN 05/11- – 13.</b>   |