

Summer 2018

Introduction to Anthropology, ANTH 1101, Syllabus

Lisa Pope Fischer

CUNY New York City College of Technology

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New York City College of Technology
Social Science Department

TITLE: INTRODUCTION TO ANTHROPOLOGY

D594 ANTH 1101 (34615), Namm 1106, TTH 10:00AM-11:15AM

D598 ANTH 1101 (34623), MIDWAY 306, TTH 2:30-3:45

Number of class hours, lab hours if applicable, credits: Class Hours: 3, Credits 3, BS Core

Enrollment requirements: Certification reading and writing

Satisfies Flexible Core: World Cultures and Global Issues

INSTRUCTOR: Dr. Lisa Pope Fischer

LPopeFischer@citytech.cuny.edu

718-260-5742, Namm 627,

Office Hours: TTH 4-5, or by appointment

COURSE DESCRIPTION: This course is a general introduction to the four fields of anthropology that looks at how anthropologists study cultural and physical aspects of humankind. We will explore a range of societies and methods anthropologists study. This course covers such topics as economic systems, population dynamics, kinship, political systems, religion, art, medicine, as well as globalization, power relations and ethics. This course covers cross-cultural ethnographic data including Africa, Meso-America, Australia, and Asia.

REQUIRED TEXTBOOK (S) and/or MATERIALS*

1) The Readings are available on Open Lab (Reading Assignments) or Blackboard (under course documents).

<https://openlab.citytech.cuny.edu/popefischeranth1101sp2017/assignments/>

SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week.)*

SECTION 1 – INTRODUCTION TO ANTHROPOLOGY

WEEK 1 Tuesday August 28, 2018 and Thursday August 30, 2018

[*Topics* include but are not limited to the following: Course outline and requirements, Anthropology methodology, what is culture? What are the 4 fields of Anthropology? Intro to Darwinism & the Biological orientation. Key terms and concepts, theoretical approaches to anthropology.]

⇒Mandatory Reading: Read “UNIT 1: Introduction to Anthropology” pp. 1-48

[SECTION 2 –OVERVIEW OF 4 FIELDS]

WEEK 2: Tuesday September 4, 2018, and no class on Thursday September 6 because courses follow a Monday schedule

[Topics: Biological/Physical Anthropology]

⇒Mandatory Textbook Reading Assignment: Finish Reading the section on Biological Anthropology in “2.1UNIT TWO: Biological Anthro – evolution” -- 4 fields of Anthropology”

WEEK 3: No class on Tuesday September 11 (Rosh Hashanah), we will meet Thursday September 13.

[*Topics:* Primate studies, PaleoAnthropology, Tool Industries – Transition/overlap from Biological Anthropology to Archeological Anthropology]

⇒Mandatory Textbook Reading Assignment: Read the section on Primate and Paleo Anthropology in “2.2UNIT TWO: Biological Anthropology – Primate and tool industry” -- 4 fields of Anthropology”

WEEK 4: No class on Tuesday September 18 (Yom Kippur), we will meet Thursday September 20

Topics: Archeology and Linguistic Anthropology. Click on the links to see the examples and interactive exercises. (Film: John Marshall’s “A Kalahari Family” Dobe Ju’Hoansi)

⇒Mandatory Textbook Reading Assignment: Read and interact on section for Archeological Anthropology in “2.3UNIT TWO: Archaeological and Linguistic Anthropology”

WEEK 5: Tuesday September 25, and Thursday September 27

Topics: Methodology and Cultural Anthropology

⇒ Mandatory Textbook Reading Assignment: Read the sections on Cultural Anthropology in “2.4UNIT TWO: Cultural Anthropology.”

Week 6: Tuesday October 2 and Thursday October 4 [section 3]

PART I: INFRASTRUCTURE – Mode of Production (material constraints such as environment, technology, forms of exchange), and **Mode of Reproduction** (material constraints of demography & population dynamics such as birth rates, death rates, migration). Infrastructure is considered the foundation of societies that predicts or influences all other aspects of that society (structure and superstructure). Types of societies include: Foragers, Pastoralists, Horticultural societies, Agricultural Societies, Post Industrial societies.

Topics: mode of production: Environment, Technology, Exchange (Economic Systems); mode of reproduction (Demography)

⇒ Mandatory Textbook Reading Assignment: “3UNIT 3: Infrastructure and Forager Societies”

** YOUR MIDTERM EXAM WILL BE NEXT WEEK – SECTIONS 1 AND 2, WEEKS 1-5, see list of key terms with definitions in “UNIT 3: Infrastructure and Forager Societies” pp 46-60.

POSTER PROJECT: Divide class into 4 groups – Biological Anthropology, Archeology, Linguistic Anthropology, and Cultural Anthropology. Each group will **pick a research topic** relevant to their group and present their findings WEEK 14. Hand in a brief description of the topic your group will focus on. Turn in a list of each student and what assignment they will do for the project, with due date. At least 2 students per task: 1. Research methods, 2. Research article, 3. Research results and findings, 4. Thesis statement, 5. Abstract, 6. Bibliography, 7.

Miscellaneous: such as PowerPoint, images, graphics, etc.

WEEK 7: Tuesday October 9 and Thursday October 11

Finish up lecture (catch up due to holidays), do a course review in preparation for the midterm exam this week

⇒ POSTER HOMEWORK: Pick 3 **anthropological research articles** your group has chosen from a peer reviewed academic journal (This is not information from a website. You can find academic journal articles on the City Tech Library databases. JSTOR, EBSCO, Wilson are good databases in which to search for an academic research article). I will post your groups’ selected articles on Blackboard as all students will be expected to read them. The final exam will have questions related to these articles. (You can use the article worksheet posted on Blackboard as a template).

SECTION 4 –ANALYZING SOCIETIES CONTINUED

Please note that there is less reading in this section as you are expected to be actively working on your group poster presentation.

[SECTION FOUR]

PART II: STRUCTURE: Domestic Economy (Forms of family organization, kinship, marriage patterns), **Political Economy** (Forms of leadership, political organization, warfare). The infrastructure influences what type of structure will be found in a particular type of society. Structure deals with how the individual connects to the group (group cohesion).

WEEK 8: Tuesday October 16 and Thursday October 18

Topics: Domestic Economy. Overview of general characteristics of Pastoral Society (Film: The Disappearing World: Masai Woman – The Masai of Kenya (youtube has version dubbed in Italian – Le Donne Masai)

⇒ Mandatory Textbook Reading Assignment: “4.1UNIT 4: Structure Domestic Economy”

⇒ POSTER HOMEWORK: Write a detailed description of the **research methods** typically used by an anthropologist in your sub-discipline. (Must cover: Selection criteria, procedures, ethics). Explore the American Anthropological Association website description of research methods:
<http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&navItemNumber=733>

WEEK 9: Tuesday October 23 and Thursday October 25

Topics: Political Economy (Forms of leadership, Systems of conflict/control, etc

⇒ Mandatory Textbook Reading Assignment: “4.2UNIT 4: Structure Pastoral Society”

** YOUR SECOND MIDTERM EXAM WILL BE NEXT WEEK – SECTION 4, WEEKS 6-9, see list of key terms with definitions in ““UNIT 4: Structure Pastoral Society” (Week 9), pp. 34-41.

⇒ POSTER HOMEWORK: Hand in your **thesis statement**.

WEEK 10: Tuesday October 30 and Thursday November 1

(Midterm grades posted on Blackboard)

This week, finish up lectures and do review for second test.

*SECOND MIDTERM EXAM: Covers section covers sections 3 & 4.

WEEK 11 : Tuesday November 6 and Thursday November 8

PART III: SUPERSTRUCTURE: (Belief systems, magic, witchcraft, religion, worldview, Cultural Expressions, Art, Music, Dance, Folktales, Myths, Sports, Food, Television, Movies, etc.) The Infrastructure influences the type of superstructure that will be found in a particular society. Superstructure deals with the expression of values and beliefs. (Film: Faces of Culture: The Asmat of New Guinea or A man called Bee)

Topics: Religion, Symbols, Myth, Magic, Witchcraft.

⇒ Mandatory Reading Assignment: “5.1UNIT 5: Superstructure : Religion and Belief Systems”

⇒ POSTER HOMEWORK: Hand in a description of your **research results and findings**.

WEEK 12 Tuesday November 13 and Thursday November 15

Topics: Art and Expressive Culture.

⇒ Mandatory Article Reading Assignments available on JSTOR:

⇒ Mandatory Reading Assignment: “5.2UNIT 5: Superstructure : Art & Expressive Culture”

Geertz, Clifford (1973) “Deep Play: Notes on the Balinese Cockfight” in The Interpretation of Cultures. New York: Basic Books.

<http://itu.dk/~miguel/ddp/Deep%20play%20Notes%20on%20the%20Balinese%20cockfight.pdf>

⇒ POSTER HOMEWORK: Hand in your **abstract**.

WEEK 13 Tuesday November 20 and no class on Thursday November 22 (Thanksgiving)

Topics: Cultural Diversity, Issues of identity & resistance, Medical Anthropology, Psychological Anthropology.

⇒ Mandatory Textbook Reading Assignment: “5.3UNIT 5: Superstructure: Medical Psychological Anthropology”

⇒ POSTER HOMEWORK: Hand in your **bibliography** (should reference the 3 scholarly articles, anything used from the internet such as webpages & images, and any additional source used to prepare your presentation)

SECTION 4 –POSTER PRESENTATIONS: [Review Poster Research Project “Poster Tips Intro ANTH 1101” on Blackboard under “course documents/content.”

WEEK 14 – Tuesday November 27 and Thursday November 29

POSTER PRESENTATIONS TODAY

(Attendance is mandatory; all posters must be set up at the start of class for the entire class to review before the ½ hour oral presentations)

GROUP PRESENTATION ON TUESDAY: Posters that address the question “What is Anthropology?”

1. Biological Anthropology. Group 1:
2. Anthropological Archaeology. Group 2:

GROUP PRESENTATION ON THURSDAY:

3. Linguistic Anthropology Group 3:
4. Cultural Anthropology Group 4:

WEEK 15 – Tuesday December 4 and Thursday December 6

Catch up on previous material, Review, Study for final

⇒ Mandatory Homework: Prepare for the final exam. Look over the key words and concepts listed in the textbook and presented in lecture. Review the readings, films, and lecture material to prepare for the short essay questions. Think about some of the major concepts or themes we have covered in the course. Be able to define "cultural materialism" and the 5 different modes of production described in class (Foragers, Pastoralists, Horticultural society, Agricultural society, Post Industrial Society). How is the “superstructure” of a particular society influenced by the “Infrastructure”?

Reading Day is Wednesday December 12(no classes), Final exams run from December 14-20.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. Have an understanding of Anthropological Fieldwork	1. Group Poster Presentation and questions on exams. Students learn about anthropological fieldwork and in their research poster projects learn the importance of describing “methodology.”
2. Have an understanding of classic Anthropological theories	2. Final Exam Essay question and Multiple-choice questions. The course is structured around the theory of “Cultural Materialism” but students also learn other theoretical approaches to study anthropology such as Darwinism, Sociobiology, Functionalism, Cultural Marxism, etc.
3. Have an understanding of basic Anthropological concepts (i.e. 4 fields of Anthro., emic/etic, culture, cultural relativism/ethnocentrism, Kinship, etc.)	3. Questions on exams and Group Poster Projects. The course covers important terms and concepts associated with Anthropology.
4. Have an understanding of a variety of cultures and societies	4. Questions on exams and essay question on final. In a broad perspective, students learn about basic types of societies (Foragers, Pastoralists, Horticulturalist, Agriculturalists, Post Industrial societies) as well as a broad range of cultural examples from Africa, South America, Asia, etc.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

LEARNING OUTCOMES	ASSESSMENT METHODS
1. KNOWLEDGE: Students develop knowledge of the concepts and theories deployed by anthropologists in their analysis of cultural and social issues.	1. Research poster project and exams. The course is structured around the theory of “Cultural Materialism” but students also learn other theoretical approaches to study anthropology such as Darwinism, Sociobiology, Functionalism, Cultural Marxism, etc.
2 SKILLS: Students develop and use the tools needed for communication, inquiry, analysis and productive work.	2. Research poster project and exams. Students learn about research methodology as well as developing a thesis, and analysis.
3. INTEGRATION: Students work productively within and across disciplines.	3. Research poster project and exams. Anthropology is a holistic discipline that incorporates themes from a range of disciplines: economic systems, political systems, religious systems, genetic studies, religious studies, etc.
4. VALUES, ETHICS, AND RELATIONSHIPS: Students understand and apply values, ethics, particularly in terms of research methodology but also in terms of cultural relativism.	4. Research poster project and exams. Students learn cultural sensitivity through the concept of “cultural relativism” as well as being exposed to different cultural practices. They learn the importance of “ethics” in terms of research methods that they use/describe in their poster projects.

ASSIGNMENTS and other course requirements*

Students are expected to attend the lectures and to have read the assigned reading. The final grade will be based on two “pop” midterm exams (30%), class attendance and participation (10%), a group poster presentation project (30%), and a final exam (30%). Students will need to bring a #2 pencil for the exams. Midterm exams are based on the readings and lecture presentations. The final exam consists of multiple choice and essay questions. There will be **no make-up exams**. You must take lecture notes in class – I do not give out my lecture notes. In order to receive credit for class attendance you must arrive on time and attend for the full course period. Your participation grade includes reading before each class because I expect you to participate and contribute comments in class (i.e. Raise your hand and make comments NOT reading a book in the back of the room nor playing on a computer, text messaging, passing notes, talking to a friend, etc.). There is a detailed description of the poster project that will be handed out in class and posted on Blackboard. In this project each group describes, “What is anthropology?” You should be working on this project throughout the entire semester. I do not offer extra credit however you can improve your grade by working with the City Tech tutors. You can come to my office hours to discuss any issues or concerns you might have. I will be happy to review materials with you during my office hours. Ethnographic films will be shown throughout the course depending on time and availability. Plagiarism will not be tolerated and may result in an automatic “F” and a formal report to the Academic Integrity Committee. See Academic Integrity Statement below.

Poster Research project:

The class will be divided into four groups based on each of the four fields of anthropology (Biological/Physical Anthropology, Archaeology, Linguistic anthropology, and Cultural Anthropology). Your objective is to describe what is anthropology?

Week 6: Meet with your groups in class to brainstorm ideas for your project:

Sign up for poster groups. (Weeks 1-5 entail a lot of reading, so the emphasis on the poster projects will start after the first midterm).

The aim of your group is to teach the class about your field of research, for example, what do biological anthropologists study? You are not doing an overview of the whole field, but rather narrow it down – for example, if you were an Archeologist, what might you want to study? Look at research topics within your group’s field. For instance, if you are part of the Biological Anthropology group, you might look at primate studies, genetics, forensic anthropology, etc. Within the Archaeology group, consider looking at a particular research site, or new research methods used to analyze findings. Within linguistics you might look at studies that analyze language in terms of gender, technology, or globalization. For cultural anthropology, your group might focus on a particular cultural group, cultural expression, or practice. Another possibility is to focus on a famous anthropologist within the sub-discipline.

Turn in a **list of each student and what assignment** they will do for the project, with due date. At least 2 students per task: 1. Research methods, 2. Research article, 3. Research results and findings, 4. Thesis statement, 5. Abstract, 6. Bibliography, 7. Miscellaneous: such as PowerPoint, images, graphics, etc.

Week 7:

Once you have an initial topic idea you can look up **scholarly articles found in peer reviewed journals** to support your analysis, and this will help you further develop your topic. This will take time and you must verify the articles with me to make sure you have found a peer reviewed journal article by an anthropologist. Hand in a brief 2 page description using the article template on Blackboard of the 3 anthropological research articles your group has chosen from a peer reviewed academic journal (This is not information from a website. You can find academic journal articles on the City Tech Library databases. JSTOR, EBSCO, Wilson are good databases in which to search for an academic research article). I will review in class how to find articles and based on the information you can find, you may alter your research topic. I will post your groups’ selected articles on Blackboard as all students will be expected to read them. The final exam will have questions related to these articles. (*article worksheet posted on Blackboard as a template).

Week 8:

Write a detailed description of the **research methods** typically used by an anthropologist in your sub-discipline. (Must cover: Selection criteria, procedures, ethics). Given the topic you have selected, how would an anthropologist gather data to analyze it? (*Methodology template worksheet posted on Blackboard).

Explore the American Anthropological Association website description of research methods:

<http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&navItemNumber=733>

Week 9:

Hand in your **thesis statement**. What, how, why? (*Thesis template worksheet posted on Blackboard).

Week 11:

Hand in a description of your **research results and findings**. Present evidence you gathered that proves your thesis. What did you find? Why is this important? Relate to themes from class. Can you relate to your own experience?

Week 12:

Hand in your **abstract**. Brief 250-400 word summary with a. topic, b. research question, c. thesis statement, d. one sentence summary of methods, etc. (* Abstract template worksheet posted on Blackboard)

Week 13:

Hand in your **bibliography** (should reference your 3 scholarly articles, and anything used from the internet such as webpages & images, and any additional source used to prepare your presentation)

WEEK 14:–POSTER PRESENTATIONS THIS WEEK

(Attendance is mandatory; all posters must be set up at the start of class for the entire class to review before the ½ hour oral presentations)

GROUP PRESENTATION ON TUESDAY: Posters that address the question “What is Anthropology?”

1. Biological Anthropology. Group 1:
2. Anthropological Archaeology. Group 2:

GROUP PRESENTATION ON THURSDAY:

3. Linguistic Anthropology Group 3:
4. Cultural Anthropology Group 4:

Research Project Grading Rubric	Nothing/ Missing	1	Poor	2	3	4	5	Fair	6	7	Good	8	9	10	Great
Title: Tells what the project is about: a. topic, b. thesis.	0	1	2	3	4	5	6	7	8	9	10				
Abstract: brief 250-400 word summary with a. topic, b. research question, c. thesis statement, d. one sentence summary of methods, etc.	0	1	2	3	4	5	6	7	8	9	10				
Well developed thesis statement: a. what, b. how, c. why.	0	1	2	3	4	5	6	7	8	9	10				
Methodology: a. Selection criteria, b. procedures, c. ethics (Approx. 300+words). Explain how an anthropologist collects their data.	0	1	2	3	4	5	6	7	8	9	10				
Literature Review: Discussion of scholarly articles: a. topic, b. author's thesis, c. connect to your group's thesis, etc.	0	1	2	3	4	5	6	7	8	9	10				
Results and Conclusions: Present evidence you gathered that proves your thesis. What did you find? Why is this important? Relate to themes from class. Can you relate to your own experience? (Approx. 1000 words)	0	1	2	3	4	5	6	7	8	9	10				
Visual Images	0	1	2	3	4	5	6	7	8	9	10				
References, citations, bibliography	0	1	2	3	4	5	6	7	8	9	10				
Aesthetic or creative presentation	0	1	2	3	4	5	6	7	8	9	10				
Oral presentation: a. Covered thesis, methods, articles, & results. Presentation was a. Clear, b. audible, c. clever/creative, etc.	0	1	2	3	4	5	6	7	8	9	10				
Based on the above criteria, how well did the group present its ideas? What would be your overall grade for this group:	F-	F	F	F	F	F+	D- D D+	C- C C+	B- B B+	A- A	A+				

INTER-GROUP GRADE RUBRIC	Name of student #1	Name of Student #2	Etc.
(1) How well did the student work in the group?			
(2) How much time did the student work with the group?			
(3) Would you work on another project with this student?			
(4) What is your overall evaluation of the student's performance on this project? What grade would you give?			

METHOD OF GRADING – elements and weight of factors determining students' grade*

2 Exams (30%), class attendance and participation (10%), a group poster project (30%), and a final exam (30%).

CITYTECH GRADE POINTS:

A	93-100	B	83-86.9	C	70-76.9	WU	Unofficial Withdrawal –More than 3 absents
A-	90-92.9	B-	80-82.9	D	60-69.9		
B+	87-89.9	C+	77-79.9	F	59.9 below		

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

COLLEGE POLICY ON ABSENCE/LATENESS

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. As this class meets twice a week the student is allowed 3 class absents.

CAMPUS RESOURCES THAT MAY HELP YOU IN THIS CLASS

Atrium Learning Center: Atrium Building G-18, Director: Judith Rockway, Phone: 718.260.5874, jrockway@citytech.cuny.edu

The Atrium Learning Center (ALC) through its extensive computer labs, workshops and tutoring offers assistance to students across the entire college population. Tutors can help you develop a thesis statement and topic sentences.

The Student Support Services Program (SSSP): Atrium Building 237 (A-237)

Director: Faith Fogelman, Voice: 718.260.5143, TTY: 718.260.5443, Fax: 718.254.8539, ffogelman@citytech.cuny.edu

Student Support's mission is to provide students with disabilities -- physical/hidden/learning, affective mood disorders and temporary conditions -- with the tools, services and accommodations necessary for achievement. All initiatives focus on academic success for retention, graduation and transition to professional employment.

Student Computing Helpdesk: Namm First Floor Information Booth, Phone: 718.260.4900 E-mail: helpdesk@campus.citytech.cuny.edu

Counseling Services Center: Namm Hall (N-108), Director: Cynthia Bink, Phone (Namm): 718.260.5030

The mission of the Counseling Services Center is to support and promote the educational, psychological and career development of students. Our focus is on offering counseling services that will help you succeed in college. Please take a few minutes to explore our web site and learn about our workshops as well as our individual and support group services.

Semester course is taught: Fall 2018