



# PENSACOLA STATE COLLEGE

Introduction to Anthropology - Section Syllabus

ANT 2000 - S1048

Fall 2024 - A-session

**Instructor:** Dr. Shepherd Bernhart Iverson

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**Final Exam Date:** TBD

**Last Date of Drop/Add:** August 23, 2024

**Last Date for Student to Withdraw:** November 3, 2024

**Course Description:** Surveys the biological and cultural development of the human species, using their search tools of anthropology as both a scientific and humanistic approach. Topics include sub-disciplines of anthropology, human evolution, and the concept of cultural adaptation with examination of past and present cultures in terms of survival, socialization, social systems, communication, subsistence, power, spirituality, and cultural change.

**Class Meeting Time:** Tuesdays and Thursdays 9:30am-10:45am

**Class Location:** South Santa Rosa, Building 5100, Room 5132

**Credits:** 3 cc

**Prerequisites:** Placement at the college level or completion of the appropriate exit-level developmental course(s) with a grade of C or better.

**Offered:** FA, SP.

**Distribution:** Meets AA General Education, Social Sciences requirement.

**Required Textbooks and Instructional Materials:** The Essence of Anthropology; Haviland, William, Prins, Herald E. L., Walrath, Dana, and McBride, Bunny; 9781305258983; 4th; Cengage Learning; 2016

**Supplemental Textbooks and Instructional Materials:** None

**Special Requirements:** None.

**Methods of Evaluation:**

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

<b>Grading Scale:</b>	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

<b>Grading Calculation</b>	
Class Participation/Small Assignments	30%
Midterm	30%
Final	40%
Totals	100%

Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

Chapter Learning Objectives:

## Chapter 1: The Essence of Anthropology

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Explain what anthropology is.
2. Discuss what makes anthropology unique as a discipline.
3. State why the four field approach in anthropology is necessary and important.
4. Understand that boundaries between anthropological fields are often porous and/or blurred.
5. Provide an example of how applied anthropology is integrated into each of the four fields.
6. Identify the areas of research that are important to physical anthropologists.
7. Explain why the understandings of historic and prehistoric cultures and human populations are important in archaeology.
8. Discuss what makes up the field of linguistic anthropology.
9. Describe the field of cultural anthropology and some of the key ways these anthropologists collect data.
10. List the differences between ethnography and ethnology.
11. Understand how anthropology is both a humanistic and scientific discipline.

12. Identify the common fieldwork methods associated with archaeology and paleontology.
13. Identify the ways of doing ethnographic fieldwork.
14. Understand common ethical dilemmas that anthropologists confront in their research.
15. Explain some of the key ways that globalization has affected how anthropologists conduct their research, who anthropologists study and learn from, and why anthropology is relevant in the contemporary world.

## Chapter 2: Biology and Evolution

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Describe Darwin's theory of natural selection.
2. List and discuss the four main evolutionary forces that are responsible for the vast biological variation present in human and non-human populations.
3. Explain the differences between Creation stories and evolution.
4. Trace the history of species classification, from the Great Chain of Being to the modern taxonomic system.
5. Compare the similarities and differences between Linnaeus' classification system and contemporary taxonomic systems.
6. Differentiate analogies and homologies.
7. Explain how European exploration and Europe's industrial revolution were key factors in the emergence of evolutionary theory.
8. Trace out the history of Charles Darwin and how he formulated his theory of natural selection.
9. Understand the importance behind Gregor Mendel's experiments with pea plants.
10. List and discuss the main processes and components that explain heredity.
  - a. Genes
  - b. Law of Segregation
  - c. Independent Assortment
  - d. Chromosomes
  - e. DNA
  - f. Alleles

- g. Mitosis
  - h. Meiosis
  - i. Homozygous and Heterozygous
  - j. Dominant and Recessive
  - k. Genotypes and Phenotypes
11. Explain how population genetics work and their role in evolution.
- a. Mutation
  - b. Genetic drift
  - c. Founder's effect
  - d. Gene flow
  - e. Natural selection
  - f. Adaptation
12. Describe the importance of sickle-cell anemia in understanding how evolution works and how traits are context dependent.
13. Describe the role of clines in understanding how and why traits are spread across geographic space.
14. Explain the processes behind macroevolution and speciation, including how speciation may occur and at what rate.

## Chapter 3: Living Primates

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Understand how humans are part of the primate order.
2. Understand how the differences exhibited in humans and non-human primates are differences of "degree" and not of "kind."
3. Describe the common physical characteristics of primate species, such as:
  - a. Sensory organs and the importance of vision
  - b. Brain size and the cerebral hemisphere
  - c. Dentition pattern
  - d. Reproduction

- e. Skeletal structure
4. Describe how and why living primates are divided into the five natural groups of:
  - a. Lemurs and Lorises
  - b. Tarsiers
  - c. New World monkeys
  - d. Old World monkeys
  - e. Small and Great Apes
5. List the most common characteristics to each of the five primate groups.
6. Discuss how and where primatologists conduct their research.
7. Discuss the ethical considerations that primatologists have to consider when conducting their research.
8. Understand the vast array of behavior and cultural patterns that primates exhibit, such as:
  - a. Social organization and community behavior
  - b. Learned behavior
  - c. Dominance hierarchies
  - d. Grooming
  - e. Hunting techniques
  - f. Sexual practices
  - g. Raising and protecting the young
  - h. Various forms of communication
  - i. Tool use and creation
9. Discuss why numerous primate species are in danger of extinction and why their extinction is important to key anthropological questions about our human heritage.

## Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Discuss the mammalian radiation and how and why mammals expanded into a variety of ecological niches starting about 65 million years ago.
2. Discuss the significant physical characteristics associated with the emergence of bipedal locomotion.
3. Discuss the reasons bipedalism emerged in early australopithecines, as well as the adaptive significance of bipedalism as an evolutionary trait.
4. Highlight the differences between australopithecines, gracile and robust, when compared to the genus *Homo*.
5. Highlight the differences between the various species of *Homo*, in terms of physical characteristics, cognitive and linguistic abilities, and cultural attributes.
6. Understand the significance of the Oldowan tool tradition and tool kits that would later follow.
7. Map the geographic expansion of *Homo* and what enabled a particular species to extend their geographic range throughout the planet.
8. Understand the various implications of controlling and using fire in particular *Homo* species.
9. Understand the correlations between culture, tools, and meat eating in early *Homo*.
10. Describe the significance of the Upper Paleolithic transition when related to modern *Homo sapiens*.
11. Describe both the Multiregional hypothesis and the Recent African Origins hypothesis (or the “Out of Africa” hypothesis).

## Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Explain how plant and animal domestication occurs, either through intentional or unintentional human interventions.
2. List where and when domestication and food production took place.
3. List some of the differences in the history of domestication in the Old World and in the New World.
4. Discuss how wild species are different from their domesticated counterparts.
5. Explain why the Mesolithic period or the Archaic Culture period were vital to the emergence of food production in the Neolithic.
6. Discuss how human populations began to exploit a variety of resources, many of which were no longer contained to land (e.g. coastal areas).
7. Discuss the theories on why human populations made the transition from hunting and gathering to a food producing lifestyle.
8. List and explain some of the major cultural changes brought about by food production.
9. List and explain how food production and agriculture has impacted human biology.
10. Discuss how agricultural food production can be beneficial, yet also dangerous or unstable.
11. Explain the differences between horticulturalism, pastoralism, and intensive agriculture.

## Chapter 6: The Emergence of Cities and States

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Describe how the interdependencies within cities create both vulnerabilities and resiliencies.
2. Know the difference between the common usage and understanding of civilization versus the anthropological definition.
3. Know the primary characteristics of cities.
4. Know where and when some of the first cities arose, in the Old World and in the New World.
5. Describe the ancient city of Tikal and its significance to understanding the complexities of city/urban life.

6. Understand the four changes that occurred when transitioning from Neolithic villages into the first city centers:
  - a. Agricultural innovation
  - b. Diversification of labor
  - c. Central governments
  - d. Social stratification
7. Understand how archaeologists are able to reconstruct:
  - a. Labor diversification and trade specialization
  - b. The emergence of centralized authorities and government systems
  - c. Various patterns of social stratification
8. Describe the importance of writing and/or recording systems in city centers and governments.
9. Discuss some of the main theories that attempt to explain the rise of state level societies:
  - a. Hydraulic theory
  - b. Trade
  - c. Environmental and social circumscription
  - d. Action theory
10. Understand the consequences of and problems with life in city environments:
  - a. Waste disposal
  - b. Crowd, emergent, or virulent diseases
  - c. Human genetic adaptation, which may come at a cost
  - d. Crowding
  - e. Pollution
  - f. Stable food supply
  - g. Warfare



## Chapter 7: Modern Human Diversity: Race and Racism

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Understand how humans were divided into races, or subspecies, in the past.
2. Describe the importance Johann Blumenbach's racial categorization and his introduction of a superiority hierarchy.
3. Understand why race as a biological concept is inappropriate when applied to humans.
4. Describe the ways that anthropologists study human variation and biological diversity.
5. Explain how race does not apply to humans at a biological level, yet race as a social construction is present and powerful.
6. Describe how the physical environment may affect human variation and the distribution of traits across geographic space.
7. Describe how cultural activities may affect human variation and biological diversity in human groups.
8. Know some of the unfortunate consequences of racism.
9. Understand why connecting behavior to race is erroneous.
10. Discuss why the attempts to link intelligence to race (a biologically non-existent category) is flawed.

## Chapter 8: The Characteristics of Culture

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Provide the anthropological definition of culture.
2. List and describe the five basic characteristics of culture:
  - a. Learned
  - b. Shared
  - c. Based on symbols
  - d. Integrated
  - e. Dynamic
3. Describe how culture is learned and transmitted across generations.

4. Explain the differences and connections between culture and society.
5. Discuss how culture can be shared but not uniform – as seen in age variation, subcultures, or ethnic groups.
6. Provide a detailed definition of social structure, infrastructure, and superstructure.
7. Describe how anthropologists collect data on culture in various parts of the world.
8. Explain the relationship between culture and adaptation.
9. Discuss the primary functions of culture.
10. Illustrate how cultures must be flexible to accommodate outside and internal forces of change.
11. Explain the balance between an individual's needs in a society versus the society's needs.
12. Define ethnocentrism and cultural relativism.

## Chapter 10: Social Identity, Personality, and Gender

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

Discuss the distinctive cultural forces that shape personality and social identity.

Explain how cultures are learned and passed to new generations.

Distinguish between sex and gender from a cross-cultural perspective.

Give examples that illustrate the cultural relativity of normality and abnormality.

Describe culturally specific mental disorders.

## Chapter 11: Subsistence and Exchange

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Describe the process of adaptation and how it applies to culture.
2. Define cultural ecology and how this field of anthropology examines the interconnections between human populations and ecosystems.
3. Explain why the concept of cultural evolution is not synonymous with progress.
4. Differentiate between convergent evolution and parallel evolution.

5. Discuss the various types of subsistence modes practiced around the world and how they organize social life and provide food for their populations. This includes:
    - a. Food-foraging societies
    - b. Food-producing societies
    - c. Horticulturalists
      - i. Agriculturalists
      - ii. Mixed farmers
      - iii. Pastoralists
      - iv. Intensive agriculturalists
    - e. Industrial Societies
  6. Understand why the concept of carrying capacity is relevant among the world's populations.
  7. Explain what constitutes an economic system and how and why those engaged in economic systems:
    - a. Control land, water, and other key environmental resources
  - b. Determine what types of technology are created and how they are distributed and/or inherited
  - c. Divide work based on age and gender
  - d. Perform cooperative labor
8. Discuss the types of distribution and exchange networks present in cultures:
    - a. General, balanced, and negative reciprocity
    - b. Redistribution
    - c. Market exchange
  9. Understand the importance behind certain economic leveling mechanisms.
  10. Discuss why anthropologists are situated to help shape and mold development programs.

## Chapter 12: Sex, Marriage, and Family

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

Discuss how different cultures permit or restrict sexual relations.

Distinguish several marriage forms and understand their determinants and functions.

Contrast family and household forms across cultures.

Explain a range of marital residence patterns.

Weigh the impact of globalization and reproductive technology on marriage and family.

## Chapter 16: Global Changes and the Role of Anthropology

### Learning Objectives

By the end of this chapter, having fully read it and reviewed the central themes, students should be able to:

1. Explain the process of modernization and each of its subprocesses.
2. Explain some of the ways that anthropologists are particularly poised to offer insight when dealing with contemporary and possible future problems.
3. Discuss the idea that globalization might result in a globally homogenized culture or a world that contains highly heterogeneous cultures.
4. Explain why certain multi-ethnic states may exhibit a splintering effect.
5. Explain some of the ways that groups or movements challenge the current structures and processes of globalization, everything from ethnic resurgence to Greenpeace.
6. Define and discuss the importance of cultural pluralism and multiculturalism.
7. Provide some of the ways that ethnocentrism can be both healthy and destructive.
8. Discuss how global corporations are increasingly acquiring more power and wealth and what this means for people around the world.
9. Define structural power, hard power, and soft power and their relationships to the global world order.
10. Discuss the problems of structural violence, including:
  - a. Overpopulation
  - b. Poverty
  - c. Hunger and obesity
  - d. Pollution and environmental degradation

**Student Expectations:** Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;

3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback; and
9. clear and well-organized instruction.

### **General Education Student Learning Outcomes:**

**Critical Thinking:** The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.

**Communication:** The student effectively communicates knowledge and ideas.

**Cultural Literacy:** The student demonstrates an understanding of human culture and its diversity.

### **Course Learning Outcomes:**

1. Distinguish between the content and methodology of anthropology's sub-disciplines.
2. Trace the evolutionary course of the genus Homo and its geographical dispersion across the planet.
3. Explain that anthropology is the study of human biological and cultural adaptations.
4. Compare and contrast past and present cultures as integrated and dynamic systems.
5. Evaluate solutions that anthropology can offer on current global problems.

### **Academic Dishonesty Statement:**

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details: <https://pensacolastate.smartcatalogiq.com/en/2023-2024/Catalog/Student-Handbook/Student-Responsibilities/Plagiarism-and-Academic-Cheating>

### **Student Email Accounts:**

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

### **Flexibility:**

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

**ADA Statement:**

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

**Equity Statement:**

Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Institutional Equity and Student Conduct, 1000 College Blvd., Building 5, Pensacola, Florida 32504, (850) 484-1759.

**Security Statement:**

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

**Emergency Statement:**

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

**[Student Conduct:**

This class will be conducted under the regulations defined in the Pensacola State College Code of Student Conduct in the College Catalog.

**Attendance Policy:**

Regular attendance is required. Regular class attendance and consistent class participation are significant factors that promote student success. Each student is expected to attend all class meetings of all courses for which he or she is registered.