I. INTRODUCTION

A. Anthropology is the study of man, both modern and ancient forms. Man is first of all a biological entity, subject to the same natural laws as other animals. His uniqueness lies in his capacity for culture - that potential derived from mental development unsurpassed by the remainder of the Animal Kingdom, which enables man to manipulate his environment to suit his own comfort and desires.

General Anthropology covers not only the nature, scope and role anthropology plays as a science, but also as a humanities field. It includes the study of human beings, their antecedents and related primates, and their cultural behavior and institutions. This course delves into anthropology’s two major subfields, namely physical (evolutionary issues) and cultural (societal issues).

Anthropologists understand that many problems of modern living, including inter-cultural and sub-cultural friction, interpersonal relationships, physical problems and child-rearing practices, etc., may stem from both biological origins and cultural adaptations which are not clearly appreciated in modern man. This course will enable the student to reach a better understanding of modern day humans and their relationship to each other as well as the environment. It will provide the student with a deeper appreciation of human impact on the world and the future.

B. General Anthropology may be used an elective for the Social Sciences and Behavioral Sciences requirement.

II. OVERALL OR GENERAL OBJECTIVES OF THE COURSE

Upon successful completion of this course, General Anthropology, the student will be able to:

A. Identify the major sub-fields which comprise anthropology and how they aid in the study of humankind.
B. Discuss modern concepts regarding the origin of man.

C. Evaluate the physical characteristics of primates in terms of adaptations to the environment.

D. Discuss how cultural practices evolve in response to different environmental pressures.

E. Apply anthropological processes to modern problems such as ethics, overpopulation, environmental impact, and knowledgeably discuss the moral implications of modern human behavior on the future.

F. Use a vocabulary fundamental to the course and express ideas in clear, concise terms.

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

B. Selected films.

C. Selected online newspaper and magazine articles.

D. Human skeletal models and restorations or online replications & activities

IV. COURSE REQUIREMENTS

A. To receive transferable credit for this course, you must earn a grade of a C or better. A D grade usually will not transfer to other colleges or universities.

B. You begin the course the FIRST day of class and the grade which you make at the end of the semester is indicative of the effort exerted during that time. This course is technical and the terminology involved requires study and attention. Memorization is necessary in some phases but UNDERSTANDING must result as the final product. Your attitude from the very beginning will help determine your grade. Remember, YOU must help the instructor interest you in anthropology for your interest will make everything much easier.

C. You are expected to read all assigned materials by the assigned due date, and to bring your textbook to class.
D. You are expected to keep a good set of notes because the major part of all examinations will be taken from them. Do not attempt to take every word the instructor says, but rather use phrases and an outline form.

E. If a student would like to do extra work in the course, he/she is encouraged to do so and this will reflect in the final grade received. This encompasses special projects, readings, etc. Naturally, this interest should appear in the first portion of the course and not toward the end because of low or failing grades. You are to contact the instructor and make arrangements with him/her in whatever phase of work you are interested in doing.

F. All students with grades of D or less are to immediately schedule conferences with the instructor to ascertain the reason for their low averages. It is recommended that the student volunteer for this counseling; however, failure to do so will result in compulsory conferences.

G. Any material not understood by the student in lecture may be discussed with the instructor privately during free time of the student and the instructor. Contact the instructor for an appointment during a time that is convenient to you both.

V. EXAMINATIONS

<table>
<thead>
<tr>
<th>Exams &amp; Class Work</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Quizzes (8 total)</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Discussions (4 total)</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total percent possible</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Make-up examinations will NOT be given.

Some student tests may be modified in consideration of ESL or foreign-language comprehension shortcomings. This adjustment will be made on an individual basis by the instructor.

Cheating in any form will not be tolerated. Students observed cheating or plagiarizing will have their papers graded with a zero (0). A formal charge against the student may be made to the College Disciplinary Board.
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Percentages and Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student’s responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal may be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 11-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5 ½ week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet college attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission for the registrar.

B. An Incomplete Grade: The college catalog states, an incomplete grade may be
given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family or military orders, the student is unable to complete the requirements for a course... Prior approval from the instructor is required before the grade of “I” is recorded. A student who merely fails to show for the final examination will receive a zero (0) for the final and an “F” for the course.

C. Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Lesson One: Introduction to Anthropology

1. Lesson Objectives: Upon successful completion of this unit, the student will be able to:

   a. Identify anthropology as the study of humankind throughout time and space.
   b. List the fields of science incorporated in anthropology.
   c. Define culture and the mechanisms of cultural change.
   d. Distinguish between ethnic groups, nations and nationalities
   e. Give examples of ethnocentrism and explain how it has shaped human history.

2. Learning Activities:

   a. Classroom lecture, discussion and activities
   b. Read Chapters 1 & 2

3. Lesson Outline:

   a. Understanding Ourselves
      1) Human Diversity
   b. Appreciating Diversity
      1) General Anthropology
      2) Subdisciplines of Anthropology
   c. What is Culture?
      1) culture defined
2) levels of culture
d. Culture
1) Culture’s Evolutionary Basis
2) Universality, Generality, and Particularity
3) Patterns of Culture

B. **Lesson Two**: Applying Anthropology & Doing Archaeology
1. **Lesson Objectives**: Upon successful completion of this unit, the student will be able to:
   a. Define the role of the applied anthropologist.
   b. Identify strategies for innovation.
   c. Identify research methods in archaeology and biological anthropology
   d. Identify archaeological “dating” the past.
   e. Discuss reasons ethical issues in anthropology

2. **Learning Activities**:
   a. Classroom lectures, discussions and activities
   b. Read Chapters 3 & 4

3. **Lesson Outline**:
   a. The Role of the Applied Anthropologist
   b. Strategies for Innovation
   c. Careers and Anthropology
   d. Research Methods in Archaeology and Biological Anthropology
   e. Kinds of Archaeology
   f. Doing Anthropology Right and Wrong: Ethical Issues

C. **Lesson Three**: Evolution and Genetics & Human Variation and Adaptation
1. **Lesson Objectives**: Upon successful completion of this unit the student will be able to:
   a. Discuss methods facts and theory in Evolution.
   b. Describe Mendel’s Experiments.
   c. Discuss Biochemical Genetics.
   d. Discuss Natural Selection.
   e. Discuss anthropology’s discredited concept of biological race.
   f. Explain skin color and other human biological adaptations.

2. **Learning Activities**: 
a. Classroom lectures, discussions, and activities
b. Read Chapters 5 & 6 in text.

3. **Lesson Outline:**

   a. Evolution & Genetics
   b. Evolutionary Theory versus Intelligent Design
   c. Biochemical Genetics
   d. The Modern Synthesis
   e. Race: A Discredited Concept in Biology
   f. Human Biological Adaptation

D. **Lesson Four:** The Primates & Early Hominins

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Discuss the human place among primates
   b. Identify primate tendencies.
   c. Discuss primate evolution
   d. Identify the chronology of early primates & Miocene Hominoids

2. **Learning Activities:**

   a. Classroom lectures, discussion, and activities
   b. Read Chapters 7 & 8 in text.

3. **Lesson Outline:**

   a. The Human Place among Primates
   b. Homologies and Analogies
   c. Primate Tendencies
   d. Prosimians, Monkeys and Apes
   e. Behavioral Ecology and Fitness
   f. Chronology: Early Primates & Miocene Hominoids
   g. What makes us human?
   h. Chronology of Hominin Evolution
   i. Who were the earliest hominins?
   j. Varied Australopithecines
   k. The Australopithecines and Early Homo
   l. Oldowan Tools

E. **Lesson Five:** Archaic Homo & The Origin and Spread of Modern Humans
1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
   
   a. Discuss Early Homo through Homo Floresiensis in terms of adaptation.
   b. Discuss modern humans: Out of Africa
   c. Describe Behavioral Modernity.
   d. Identify: advances in technology, art and residence.
   e. Identify the chronology of early primates & Miocene Hominoids

2. **Learning Activities:**
   
   a. Classroom lectures, discussion, and activities
   b. Read Chapters 9 & 10 in text.

3. **Lesson Outline:**
   
   a. Early Homo
   b. Out of Africa I: H. Erectus
   c. Archaic H. Sapiens
   d. The Neandertals
   e. The Denisovans
   f. Homo Floresiensis
   g. Modern Humans
   h. Behavioral Modernity
   i. Advances in Technology
   j. Glacial Retreat
   k. Cave Art
   l. Globalization of Population

**F. Lesson Six:** The First Farmers & The first Cities and States

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Identify Mesolithic and Neolithic Times
   b. Discuss genetic changes and domestication.
   c. Identify old world food producers.
   d. Discuss the origin of the State.
   e. Discuss the formation of the state in the Middle East, Africa and Mesoamerica.
   f. Describe why States collapse.

2. **Learning Activities:**
a. Classroom lectures, discussion, and activities
b. Read Chapters 11 & 12 in text.

3. Lesson Outline:

a. The First Farmers and Herders in the Middle East
b. Other Old World Food Producers
c. The First American Farmers
d. The Origin of the State
b. The Urban Revolution
c. Attributes of States
d. Formation of State in the Middle East, Africa and Mesoamerica
e. Warfare and State Decline

G. Lesson Seven: The World System and Colonialism

1. Lesson Objectives: Upon successful completion of this unit, the student will be able to:

b. Discuss the World System.
e. Discuss Industrialization: causes and effects.
f. Compare and contrast different types of colonialism.
g. Describe neoliberalism and NAFTA’s economic refugees.

2. Learning Activities:

a. Classroom lectures, discussion, and activities
b. Read Chapters 23 in text.

3. Lesson Outline:

a. The World System
b. Industrialization
c. Socioeconomic Effects of Industrialization
d. Colonialism
e. Development
f. The Second World
e. The World System Today

H. Lesson Eight: Anthropology’s Role in a Globalizing World

1. Lesson Objectives: Upon successful completion of this unit, the student will be able to:
a. Discuss global climate change.
b. Describe environmental anthropology.
c. Describe interethic contact.
d. Discuss refugees and indigenous peoples.
e. Identify anthropology’s lessons.

2. **Learning Activities:**

   a. Classroom lectures, discussion, and activities
   b. Read Chapters 24 in text.

3. **Lesson Outline:**

   a. Energy Consumption and Industrial Degradation
   b. Global Climate Change
   c. Environmental Anthropology
   d. Interethic Contact
   e. People in Motion
   f. Indigenous Peoples
   g. Anthropology’s Lessons

**SUGGESTED READINGS IN GENERAL ANTHROPOLOGY**


