ANTH 1006 – Introduction to Anthropology

W. Penn Handwerker, Ph.D., Winter 2013, handwerker@uconn.edu

THIS COURSE introduces you to what we know about who we are as humans, how and why we got that way, and what this augurs for your future. This course thus gives you the opportunity to acquire a highly useful body-of-knowledge about ourselves and our place in the world of living things, in the past and in the future.

REQUIREMENTS: two midterms and one final exam, each worth 33% of your course grade. The first midterm will consist of 100 multiple-choice questions randomly chosen from a master set that covers the films and both Part I and Part II of the following textbook: Conrad Philip Kottak, Anthropology: Appreciating Human Diversity, 14/e (2011). The second midterm will consist of 100 multiple-choice questions randomly chosen from a master set that covers the films and both Part III and Part IV of the textbook. The final exam will consist of 100 questions chosen from the entire set of questions.

COURSE OUTLINE

Introduction.
• Cultures
  Chapters 1-3 Film to watch: The Hunters http://anth.alexanderstreet.com/View/765382

IF YOU CANNOT SEE THE ALEXANDERSTREET FILMS,
(1) use your NetID to enter the following site: http://www.lib.uconn.edu/services/video/streams.php
(2) paste the URL in the syllabus into your browser's address area and hit ENTER.
(3) if you download the PDF version of the syllabus, click on the blue (i.e., linked movie) URL and your browser will open at the right location.
(4) if all else fails, contact the UConn Learning Resource Center (LRC), 860-486-1187.

Where We Came From
• How to Construct Living Things
  Chapters 4, 5 Film to watch: Ape to Man http://topdocumentaryfilms.com
• How to Change Living Things
  Chapters 5, 6 Film to watch: Planet of the Apemen – Battle for Earth http://topdocumentaryfilms.com
• How and Why Human Biology & Cultures Co-Evolve
  Chapters 7, 8, 9 Film to watch: Journey of Man – A Genetic Odyssey http://topdocumentaryfilms.com
• Out of Africa
  Chapters 10, 11, 13 Film to watch: Stone Age Apocalypse
  http://www.bradshawfoundation.com/journey/timeline.swf

MIDTERM #1

Around Today's World
• Transitions
  Chapters 12, 13, 14 Film to watch: The Nuer http://anth.alexanderstreet.com/View/765426
• Who Gets What, When, and How
  Chapters 15, 16, 17, 21 Film to watch: Dead Birds http://anth.alexanderstreet.com/View/764606
• Families and Friends
  Chapters 18, 19, 20 Film to watch: Brainsex – Why We Fall in Love http://topdocumentaryfilms.com

Challenges of the 21st Century
• What About the Next 100,000 Years? Even the Next 100?
  Chapters 22, 23, 24 Film to watch: Pale Blue Dot – A Vision of the Human Future in Space
  http://topdocumentaryfilms.com

MIDTERM #2

FINAL EXAM
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**HUSKycT**

On HuskyCT, you’ll find

1. a syllabus,
2. a ZIP file that contains test questions for Kottak’s text book, and
3. a file that tells you options for extra credit.
4. a Discussions link that allows you to engage everyone in the class in an ongoing conversation about Anthropology

You will NOT find on HuskyCT the Midterms and Final exam.

**TESTS AND TESTING**

For access to Midterm 1, Midterm 2 and the Final, you must go here:

https://www.eztestonline.com/791807/index1.tpx

You must register at this site, run by McGraw-Hill.

You must take your tests (Midterm 1, Midterm 2, Final) no later than –

Jan 9th for Midterm 1,
Jan 17th for Midterm 2, and
Jan 18th for the Final.

This means that you may take your tests this evening or tomorrow morning. I don’t recommend that. Instead, study the book, watch the films, review the test questions, and ask questions.

All questions on the test come from the master set of questions you may download from HuskyCT. Each test consists of 100 questions. You must complete the test within 45 minutes.

To repeat, you may take your tests anytime you feel ready but no later than January 9th for Midterm 1; January 17th for Midterm 2, and January 18th for the Final. Your 45 minutes starts the moment you open a test.

You cannot stop a test once you open it!!! If you accidentally click on one of the tests, you own it.

Your score will appear after you submit your answers. Your grade will come from your average of these tests, as modified by any extra credit assignments you submit.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95%+</td>
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<tr>
<td>B+</td>
<td>89.9-87%</td>
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<tr>
<td>B</td>
<td>86.9-83%</td>
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<td>B-</td>
<td>82.9%-80%</td>
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<td>C+</td>
<td>79.9-77%</td>
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<td>C-</td>
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<td>69.9-60%</td>
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Once you register, take one of the Trial Tests to find out how testing works.

You may submit (no more than two) essays for Extra Credit at any time BEFORE January 16th. To raise your grade, extra credit submissions must display a level of understanding higher than you demonstrated on the tests.
WHO AM I?

Penn Handwerker graduated from Willamette University in 1966 with a B.A. and from the University of Oregon in 1971 with a PhD. I taught at the University of Oregon, Washington State University, and Humboldt State University before coming to the University of Connecticut as a Professor of Anthropology in 1994. I trained as a general anthropologist with an emphasis on the intersection of biological and cultural anthropology, and have published in archaeology, biological anthropology, cultural anthropology, and linguistics, and have undertaken extensive applied research. I conducted field research in:

- the Russian Far East (Chukotka in 1995).
- and various portions of the contemporary United States (Oregon, California’s North Coast, Connecticut, and Alaska).

I developed new methods with which to study cultures while I studied topics that included the causes and consequences of entrepreneurship in both food production and marketing, corruption, human fertility, and both inter- and intragenerational power differences. My most recent book (The Origin of Cultures, 2009) explains how and why cultures come into being and change. A soon-to-be published book (Our Story – How Cultures Shaped People to Get Things Done, c. 2013) explains how and why cultures achieve goals and why the cultures you use determine what you do and whether you succeed or fail. A 2nd edition of my book Quick Ethnography (c. 2014) shows how to use a comprehensive set of methods to produce valid descriptions of cultures quickly.

I also teach writing classes that ask you to critically analyze sets of (often) contradictory claims:

Anth 1000W – Other People’s Worlds, shows you how one culture’s justice is another culture’s injustice and how this applies to you.

Anth 3309 – Violence & Human Rights, reviews how and why it takes a culture to kill someone and how this finding may improve our ability to prevent or stop war, genocide, terrorism, mass murder, street crime, spousal abuse, or any other form of violence.

Anth 3339 – Cultural Designs for Sustainability, examines how our ancestors managed to produce 6 million descendants over the last 200 years compared to the nearly 100,000 years it took to reach 1 million, and what it may take for (some of) our descendants to make it to 2100 CE.
(2) fyi -- read the HHS guidelines. Only federally funded research calls for IRB approval. Universities like other organizations mission-creep whenever they can. If you want to encourage mission-creep, that's up to you.

(3) The online films (which range between 1.5-2.5 hrs in length) take up all the time (50 min/week) otherwise devoted to discussion sections.

(4) Monday night activities will give priority to clarifying textbook and films. Lecture, when called for, will focus on issues pertinent to the extra-credit essay options.

(5) If you want to add an extra-credit essay topic and provide lecture/readings/films appropriate for that, great. If you wish to create an extra-credit activity, great. Just keep in mind the extra-credit criterion -- to count, performance must be superior to that demonstrated in the tests.

(6) I want you to find ways to make your TA activities contribute to your transformation into a working professional. E.g., I will not ask you to grade any of the extra-credit essays, but if you want to work on your teaching-of-writing skills, just let me know.

(7) I also want you to critically assess course structure and my performance -- how can we make it better?

(8) I also want you to submit grades at the end of the semester -- as you know, PeopleSoft divides the class grade sheets only by section.