

**CBM003 ADD/CHANGE FORM**

Undergraduate Council  
 New Course  Course Change  
 Core Category: Soc Behv Sci Effective Fall 2014

or

**Graduate/Professional Studies Council**  
 New Course  Course Change  
 Effective Fall 2014

1. Department: CCS College: CLASS
2. Faculty Contact Person: Andrew Gordon Telephone: 33784 Email: andrew.gordon@mail.uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
ANTH / 1300 / Introduction to Anthropology
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
ANTH / 1300 / INTRODUCTION TO ANTHROPOLOGY
  - SCH: 3 Level: FR CIP Code: 45.0201.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
  - Course ID: \_\_\_\_\_ Effective Date (currently active row): \_\_\_\_\_
6. Authorized Degree Program(s): BA/BS
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Can the course be repeated for credit?  Yes  No (if yes, include in course description)
7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
ANTH / 1300 / Introduction to Anthropology
  - Course ID: 283650 Effective Date (currently active row): 2003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: credit for or concurrent enrollment in ENGL 1303 or equivalent. Description (30 words max.): Nature and principles of anthropology, discussion of variation in culture, language, and human biology in time and space.
10. Dean's Signature: \_\_\_\_\_ Date: 10/11/12  
 Print/Type Name: Sarah Fishman

RECEIVED OCT 12 2012

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of Comparative Cultural Studies

Person Making Request: Andrew J. Gordon

Telephone: 713 524 1002

Email: Andrew.Gordon@mail.uh.edu

Dean's Signature: \_\_\_\_\_

Date: Sept. 10, 2012

Course Number and Title: Anthropology 1300, Introduction to Anthropology

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will have learned about the following: the distinctiveness of anthropology among the behavioral and natural sciences; the culture concept; the uses of applied anthropology; the argumentation of the evolutionists versus the creationist position; the central concept of adaptation in the explanation of evolution; cultural diversity and behavioral differences; the methods of data collection and analysis in anthropology's subfields; the questionable classifications of race and ethnicity; and the configurations of social, political, religious, artistic, and economic systems, mutatis mutandi.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

## X Empirical & Quantitative Skills

## Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

### Critical Thinking:

The main thrust for critical thinking is grounded in the appreciation of the cultural constructions that establish those discourses, laws, and habits that are articulated and diffused from the mantle of authoritative voices. Students appreciate how cultural constructions are neither fundamental truths nor existential necessities; even though they are a powerful compass in our lives and our roles as members of families, nations and racial groups and so forth. In 12 hundred words students will provide a paper on the following: Terms words used in in our everyday life which we have come to accept without question will acquire wholly different dimensions when exposed to anthropological thinking. Provide a discussion of the dimension of the following words in the way that they are commonly used and the insights provided by anthropology. Choose five among the following terms: family, race, ethnicity, normal behaviors, evolution, primitive, American exceptionalism and natural behaviors. Discuss the way you had understood these terms prior to coming to class and the way that you now perceive them.

### Communication Skills:

This being a large lecture class, the opportunities for communication are focused on essay questions in exams. Students are directed to prepare five essays for the mid-term and five for the final, ten in all; from which students are expected to answer two at each exam session, four in sum. In these essays, students are instructed to formulate the following

- A clear statement of thesis or opinion
- The methods by which information will be selected to support the thesis statement or opinion
- Concise exposition of material that supports the thesis or opinion
- Evaluation of the degree to which the supportive material has served its purpose
- Summary of what has been achieved in presenting the material.

### Empirical & Quantitative Skills:

Students will be asked to provide an example of fieldwork, whereby they use observational and interview skills that are adopted in cultural anthropology. Fieldwork may take place in an ethnic neighborhood, a place of worship, a school, a place where food and beverages are consumed, or in a learning environment.

Through lectures and readings, students will have learned that cultural anthropology collects data through observation and interview and then makes inferences coming from a phenomenological perspective. The other perspective in anthropology, a largely positivistic perspective (measurable and "scientific" exists, for sure, in physical anthropology and archeology), however, that is not the emphasis here because measurement-oriented and scientific approaches are already covered in so many sciences and increasingly in the social science courses. Therefore this exercise focuses on the distinctive phenomenological perspective of anthropology.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

Throughout the course the students are engaged in conversations central to our ideas of social justice. On the one hand, anthropology teaches us cultural relativism; not to judge others by standards peculiar to our own cultural background. On the other hand, as we now appreciate, more than ever, that cultural relativism may have its limits when we address topics such as genital mutilization, holy wars, and free speech. As we grapple with these topics, students will have gained a sense of responsibility about an appropriate response for them as citizens who participate in an increasingly diverse global community. Study will be expected to subject a paragraph through blackboard every three weeks (four in all) weeks reflecting how the information in this course may enhance their responsibility as a national citizen, family member, worker, neighbor, and world citizen.

**Personal Responsibility:**

Click here to enter text.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

Lois Zamora

## INTRODUCTION TO ANTHROPOLOGY Anth 1300

Twice weekly

PROFESSOR: Andrew J. Gordon;

Course book Anthropology: The Human Challenge 12<sup>th</sup> edition by William Havilland et al.

### Learning objectives

- the distinctiveness of anthropology among the behavioral and natural sciences
- the culture concept
- the uses of applied anthropology
- the argumentation of the evolutionists versus the creationist position
- the central concept of adaptation in the explanation of evolution
- cultural diversity and behavioral differences
- the methods of data collection and analysis in anthropology's subfields
- the questionable classifications of race and ethnicity
- the configurations of social, political, religious, artistic, and economic systems, mutatis mutandi

### Grading

**Quiz 1** 30 points,

**Quiz 2** 35 points

**Critical thinking exercise** 15 points Terms words used in in our everyday life, which we have come to accept without question, will acquire wholly different dimensions when exposed to anthropological thinking. Provide a discussion of the dimension of the following words in the way that they are commonly used and the way they are used when appreciating the insights provided by anthropology. Choose five among the following terms: family, race, ethnicity, normal behaviors, evolution, primitive, American exceptionalism and natural behaviors. Discuss the way you had understood these terms prior to coming to class and the way that you now perceive them. 1500 Words

**Ethnographic experience** 10 points Students will be asked to provide an example of fieldwork, whereby they use observational and interview skills that are adopted in cultural anthropology. Fieldwork may take place in an ethnic neighborhood, a place of worship, a school, a place where food and beverages are consumed, a learning environment. 1000 words

**Social responsibility** 10 points Students will be expected to subject a paragraph ( around 150 words) through blackboard every three weeks ( four in all ) weeks reflecting how the information in this course may enhance their responsibility as a nation citizen, family member, worker, neighbor, and as a world citizen.

\* The instructor reserves the right to make changes in the content, timing, grading scheme, or any other aspect of this course when such changes are in the interest of teaching, learning and ,as well, in the interest of students successfully completing the course

## SCHEDULE OF READINGS

Class #	Date	Topic	Pages to be read
1 -2	1/19-21	What is Anthropology	pp 2-22
3	1//26	Biology and Evolution	24-48
4	1/28	Living Primates and	50-79
5	2/2	Field Methods	80-102
6	2/4	Macroevolution and the early primates	104-123
7	2/9	The First Biped	124-147
8	2/11	1 <sup>st</sup> quiz; Early Homo	148-176
9	2/16	Pre-modern Humans	178-199
10	2/18	Global expansion of H. Sapiens	200 -217
11	2/23	The Neolithic Transition	220-241
12	2//25	The emergence of cities and state	242-261
13	3/2	Politics and Power	522--549
14	3/4	Ethnographic Research	326-351
15/16	3/9-11	Midterm	
17	3/23	Characteristics of Culture	308-325
18	3/25	Language and communication	352-376
19	3/30	Modern Human Diversity	264-283
20	4/1	Social Identity	378-402
21	4/6	Patterns of Subsistence	404-429
22	4/8	Economic systems	430-452
23	4/13	Sex Marriage and the Family	454-479
24	4/15	Kinship and Descent	480-501
25	4//20	Grouping	502-520
26	4/22	Spirituality and Religion	550-574
27	4/27	The Arts	576-597
28	4/20	Global Challenges	622-648
	5/1		

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