



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit College of Liberal Arts and Sciences Department School of Human Evolution and Social Change

Subject ASB Number 101 Title Anthropology: Understanding Human Diversity Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Fine Arts and Design core courses \(HU\)](#)
 - [Social and Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Mail code 2402 E-mail: alissa.ruth@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Alexandra Brewis Slade Date: 9/8/2015

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Course syllabus, textbooks, film list
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	course syllabus, textbooks, film list
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	course syllabus, textbooks, film list

Course Prefix	Number	Title	Designation
ASB	101	Anthropology: Understanding Human Diversity	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
1	Every modern human behavior is examined from a general theoretical perspective that examines how the local conditions and history around the world determine observed behavioral variation	<p>Syllabus lectures highlighted in yellow 1,4, 6,7,8,9, 16-25.</p> <p>These lectures treat various topics of human variation around the world with examples and discussion about hypotheses proposed to account for worldwide variation. Societies drawn from all world areas.</p>
2c	Cross cultural views are introduced in the first lecture and then specific examples given in many lectures	<p>Syllabus lectures highlighted in green, 1,4,6,7,8,9, 16-23.</p> <p>These lectures look at specific topics (eg. marriage, economic systems, lifespans) from a cross cultural perspective comparing societies to each other.</p>
2d	The course centers on an integrated understanding of biological, historical and cultural evolutionary processes of global scope that account for the range of human variation. The latter part of the course addresses processes of social change, colonialism and globalization	<p>See syllabus lectures highlighted in blue, 1,4,6,7,8,9,15-25.</p> <p>All world areas are covered with emphasis on Africa, Asia, Australia, and Indigenous Americas. This includes all types of societies from modern states to small tribal systems.</p> <p>See film list</p>

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Anthropology: Understanding Human Diversity

ASB 101 Fall 2015
DAY M, W TIME 9:00-10:15am
ROOM Murdock Hall 101

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TEXTBOOKS

Class notes and powerpoint slides: These document files constitute our “text” and will be used for homework problems. You are required to know **all** material in these files.

Two books are also required, but will be used only in the final 1/3 of the class. You can get them through the ASU bookstore, or order a cheap (used) copy online. Both can be gotten on Amazon.com for about \$10 each (or any other bookseller site that you find online, there are hundreds of copies available for purchase from previous semesters).

Not by Genes Alone (P.J. Richerson & R. Boyd, 2006, Univ. Chicago Press)

Anthropologist: Scientist of the People. (M. Batten, 2001, Houghton Mifflin).

INSTRUCTOR

Kim Hill, Ph.D., School of Human Evolution and Social Change (SHESC), 3rd floor, Room 375, Kim.Hill@asu.edu; contact by email or in person after class.

Office hours: W 3:00-4 pm, Thursday 12 noon – 1pm. All office hours should be scheduled one day in advance by email in order to be certain of obtaining help. You can also request meetings outside office hours as long as email requests arrive at least 3 days before the proposed meeting.

TEACHING ASSISTANTS

Amanda McGrosky (amcrosk@asu.edu) is your teaching assistant. She is responsible for homework, class attendance records and grading video assignments. She will also be available for discussion and review during the semester and before the exams. Please see TA information on the Blackboard link “instructor information”. If you have a problem in class please go to your TA first, and then to the professor if the TA cannot solve your problem.

COURSE DESCRIPTION

Anthropology is the study of human variation, and human universals. The course provides an

integrated scientific understanding of biological, historical, and cultural evolutionary processes that account for human variation through time and space, and provides basic explanatory models of cross cultural variation. Specifically we examine how humans evolved and how they obtained the characteristics that make us a unique species. We then trace human cultural history through the archeological record to historic times and explore the ethnographic record in order to learn about the astounding world of cultural diversity. Using information derived from societies that range from Bushmen hunting bands to Amazonian tribes to Pacific Island chiefdoms, to ancient empires and modern nation states we explore kinship systems and social norms and the behaviors that they regulate. We consider cultural and biological models of cooperation, resource acquisition and distribution, marriage, parenting, conflict and warfare, political structures, power and status, sex roles, ritual, religion, and language.

GOALS OF THE COURSE

What are the short term goals of this course?

...to learn about human diversity from a social science perspective that emphasizes explanatory hypotheses based on uniformitarian assumptions of causality.

...to learn about and appreciate the astounding cultural diversity of human societies around the globe, and the range of variation that existed prior to colonial homogenization and globalization.

...to understand the unique interaction between biological and cultural forces that has made humans a spectacular anomaly in the natural world.

What are the long term goals...?

...to create sensitivity to global diversity in order to more effectively navigate the social complexities of a shrinking world.

...to provide a deeper understanding of humanity, where we came from and why people differ.

What are the prerequisites?

Curiosity and a willingness to explore new ideas, and a commitment to explanatory based inquiry that relies on evidence, logic, and search for general principles of cultural organization. High school level biology is assumed in lectures. Students should be familiar with academic discourse, standard English vocabulary terms are not defined in class. Hard work, honesty, diligence, conscientiousness and collegiality will be rewarded in this course.

BLACKBOARD WEBSITE

The instructor will post the following course materials in these content areas:

Announcements

Important daily and weekly messages about the class

Course Information

Welcome videos

Course syllabus and Class Lecture Schedule

Instructor Information

Contact information for Professor Hill

Course Documents

Lecture videos, Power point presentations, Lecture notes,
Supplemental links
Exam Review questions

Assignments

Homework questions
Attendance quizzes (questions about lecture for attendance points)
Video assignments

Exams

Exams during regular semester are given during class or on Blackboard, as per announcements in lecture sessions.

Attendance questions

Students can obtain extra points by taking a one question quiz to demonstrate that they were present in class for randomly selected lectures

My Grades

Your individual grades

HOW TO SUCCEED IN THE COURSE

- 1) *Attend class regularly; attendance is the best predictor of grade in undergraduate classes.*
- 2) *Study everything - the lecture notes, the textbooks, your homework assignments, posted review questions*
- 3) *Classroom policies:* Read and apply all the classroom policies

GRADING

Reading assignments: homework questions based on reading the lecture notes, power point slides, and any other assigned reading specified for each lecture. There are assigned videos that are required viewing when available on blackboard. Students should review all relevant information before answering the homework questions.

Homeworks: Each week, **homework questions** will be posted in the “Assignments” folder on the Blackboard site. They will be due within a week after lecture (or sooner). Homework quizzes are worth 5 point each and consist of 10 multiple choice questions on each lecture unit.

Attendance: Attendance will be randomly monitored for in class lectures based on questions posted in the “Attendance Questions” link on Blackboard. Attendance questions are available only on the day of lecture.

Make-up policies-Students who must miss class should submit to the TA, a request for an excused absence in order to receive the attendance points for that day. The note should include -
Name: Email address: Reason for the absence:

The student must write a one-page summary of the material covered in class on the day of the absence. This summary should be based on the Power Point slides posted on Blackboard, the reading and video assignments. The one-page summary should be turned in to a TA within 1 week of the absence.

Films: The **ethnographic film assignment** is based on a list of ethnographic films that can be found on Blackboard (look under “Assignments” link). Students must watch two films outside class and answer the listed questions about each film. A one page report on each film must be submitted through the “safe assign” link on Blackboard. Plagiarism, including pasting information from the internet, or copying another student verbatim, will result in a zero for the assignment, and a report filed to the CLAS ethics board.

Exams: There are **3 exams** that each cover 1 section of the class, (8 lectures per section). Exams consist of 50 multiple-choice questions that must be answered during the class period. Students can bring to the exam one 8x10 sheet of paper with ANY notes they desire written on both sides of it (a “cheatsheet”). Students must take the exam during the scheduled time period unless they contact the Professor at least 2 days before the exam with an approved excused absence. One exam can also be made up if a student submits a note from an MD (on relevant stationary) concerning a medical problem. There is no cumulative final exam.

Exam content - If you answer all the study review questions, you will be ready for the exams. All exam questions will be multiple choice, and most questions are derived from the material covered in the reviews.

Here is an example of the type of multiple choice question that will be on the exam:

4. Sometimes individuals take on traits that seemed to be designed to signal membership in a particular exclusive group. This may often be due to the fact that people like to socially interact with others who share their behaviors and expectations, and belonging to such groups may be important. What do we call the intentional signals used to gain membership in these groups?
- a) kin selected phenotypes
 - b) lineal descent
 - c) membership dues
 - d) taxes
 - e) ethnic markers

Grading

Category	Points
Homeworks, 24 X 5 points each	120
Exams, 3 x 100 points each	300
Attendance quizzes and class participation	30
Ethnographic film 2 x 25 points each	50
Total	500 points

Final grades are calibrated such that the score of the highest student defines 100% for the class. Other students percentage is calculated relative to the high score and grade are assigned on the following curve:

letter grade	Percentage of highest score
A+	96 plus
A	91-95
A-	88-90
B+	82-87
B	78-81
B-	73-77
C+	68-72
C	60-67
D	51-59
E	50 or fewer

Critical dates

Homeworks - within 1 week after each assigned lecture day

Exams – Sept 23, Nov 2, Dec 9

Ethnographic film assignments – Nov 29, by midnight

CLASSROOM POLICIES

Attendance and tardiness

Attendance questions about an event during lecture will be posted on the day of the lecture.

These can be accessed on the Blackboard website link called “Attendance Questions”.

If you arrive late, please enter the room quietly and do not walk in front of the lecture. If you have to leave early, please sit near the back and leave quietly.

Civility/code of conduct

- 1) If you arrive early sit in the middle seats of sections, and leave seats along the edges empty for those who arrive later
- 2) Arrive on time. If you arrive late, quietly enter at the back and find a seat
- 3) If you leave early, do so quietly. Do not exit near the front of the class. You will have to submit a summary of the lecture slides that you missed.
- 4) Don't read the newspaper in class, sleep, or log on to the internet
- 5) Cell phones and pagers – turn them to vibrate. If you must send a text message urgently, or respond to an urgent call, please leave the classroom to do so.
- 6) Students can use calculators and computer laptops in class for as long as the equipment is used for class-related activities and note-taking. No web browsing or video games during class. If you violate this rule you may be expelled from the class!
- 7) Students can tape record the lectures.

ACADEMIC INTEGRITY

Please refer to http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student Obligations

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

- A. Engages in any form of academic deceit;
- B. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
- C. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D. Acts as a substitute for another person in any Academic Evaluation or assignment;
- E. Uses a substitute in any Academic Evaluation or assignment;
- F. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
- G. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
- H. Engages in Plagiarism;
- I. Uses materials from the Internet or any other source without full and appropriate attribution;
- J. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K. Claims credit for or submits work done by another;
- L. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- M. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

Students caught cheating on exams, plagiarizing the internet, or copying another student's work will receive a zero and may be failed, or expelled from ASU depending on the severity of the offense. Violation of the code of conduct in class, or the academic integrity policies will be grounds for automatic expulsion from the class.

STUDENT SUPPORT SERVICES

Students who have to make special arrangements for whatever reason should contact Dr. Hill. ASU also offers important services through the Learning Resources Center (www.asu.edu/lrc), Counseling (www.asu.edu/counseling_center/), and the Disability Resource Center (www.asu.edu/drc/).

Syllabus Lecture Plan and reading (NBGA = *Not by Genes Alone*):

Section 1. Evolution and Behavioral Theory

L1 8/24 Human diversity and Anthropology?

Reading = lect 1 notes and slides

Human variation, continuity, utility of anthropology, evolution of behavioral patterns.

L2 8/26 Evolutionary Theory

Reading = lect 2 notes and slides

Evolution and natural selection, adaptationist paradigm, micro and macro evolution.

L3 8/31 Heredity and Evolution, Genetic Drift

Reading = lect 3 notes and slides

Forces of gene frequency change.

L4 9/2 Human Biological Variation

Reading = lect 4 notes and slides

Physical variation due to adaptation by natural selection

L5 9/9 Behavior

Reading = lect 5 notes and slides

Reaction norms, optimality, tradeoffs, proximate and ultimate explanations.

L6 9/14 Economics, technology & production

Reading = lect 6 notes and slides

Maximization, resources and fitness, relative & absolute gain, Optimal Foraging Theory

L7 9/16 Mating and Parenting. [NIMBIOS]

Reading = lect 7 notes and slides

Mating vs parenting tradeoff, sexual selection, divorce rates, attractiveness.

L8 9/21 Cooperation, redistribution, exchange

Reading = lect 8 notes and slides

Altruism, kin selection, reciprocity, cooperative breeding, cultural group selection

9/23 EXAM 1.

Section 2. The Evolution of Our Species

L9 9/28 Life History

Reading = lect 9 notes and slides

Why we get old, why age matters for so many things.

L10 9/30 How we study the past.

Reading = lect 10 notes and slides

Methods in archeology and paleoanthropology

L11 10/5 Primates, Australopithecines

Reading = lect 11 notes and slides

From earliest primates to earliest bipedal apes ancestral to humans

L12 10/7 Origins of genus Homo.

Reading = lect 12 notes and slides

Major changes in diet and lifestyle distinguishing Homo from apes

L13 10/19 Origins of Homo sapiens

Reading = lect 13 notes and slides

The common ancestor of all living humans

L14 10/21 The emergence of Human uniqueness

Reading = Lect 14 notes, & Hill et al 2009 pdf article

Families & extended families, cumulative culture, life history, non-kin cooperation

L15 10/26 Human expansion, biological diversity

Reading = lect 15 notes and slides

Worldwide expansion, emergence of geographical variation/race

L16 10/28 Domestication, Rise of Civilization,

Reading = lect 16 notes and slides

Beginnings of food production, states and institutions

11/2 EXAM 2

Section 3. Culture, Social Structure and Language

L17 11/4 From Despotism to Democracy

Reading = lect 17 notes and slides

Transition from rule by force to representative decision-making

L18. 11/9 Ethnography and fieldwork

Reading = Batten 2002

Discussion of fieldwork experiences

L19. 11/16 Evolution of culture and social norms

Reading = lect 19 notes and slides; NBGA Chpt 1-3

Social learning, norms, ethnicity, transmission bias, cultural evolution

L20 11/18 Social Stratification/Sex Roles.

Reading = lect 20 notes and slides; NBGA Chpt 4-6

Resource access and distribution; stratification; sexual cooperation & conflict.

L21 11/23 Kinship Social Structure, Institutions

Reading = lect 21 notes and slides; NBGA Chpt 7-9

Coresidence, marriage rules, kin terms, institutions

L22 11/25 Religion, health and death.

Reading = lect 22 notes and slides;

Religion, myth, universal tenets

11/29 Video assignments due by midnight. Look in assignments folder in blackboard. These must be submitted through the “safe assign” (which checks automatically for plagiarism).

L23 11/30 Origins & Structure of Language.

Reading = lect 23 notes and slides;

Animal communication vs human language, grammar and linguistic regularities

L24 12/2 Applying knowledge to life. Gene-environment mismatch

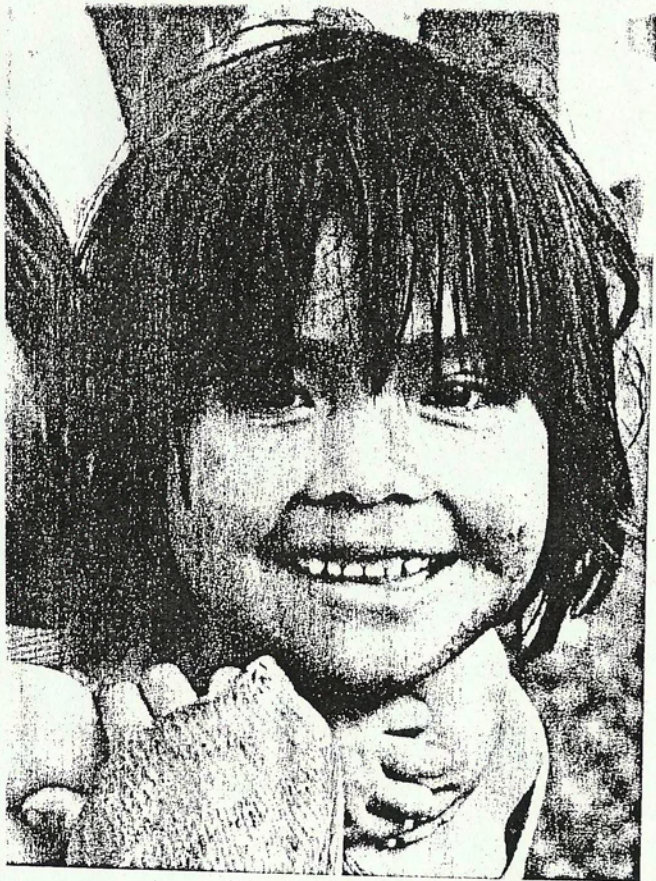
Reading = lect 24 notes and slides;

Diet, psychology, emotions, our hunter-gatherer bodies and minds in a modern world

L25 12/3 Anthropological careers. Health & Development

Reading = lect 25 notes and slides; Batten 2002

12/9 EXAM 3 8-9:20am in regular classroom.



ANTHROPOLOGIST: SCIENTIST OF THE PEOPLE

Mary Batten

with photographs by A. Magdalena Hurtado and Kim Hill

*This book chronicles the work of an anthropologist
in Central and South America.*



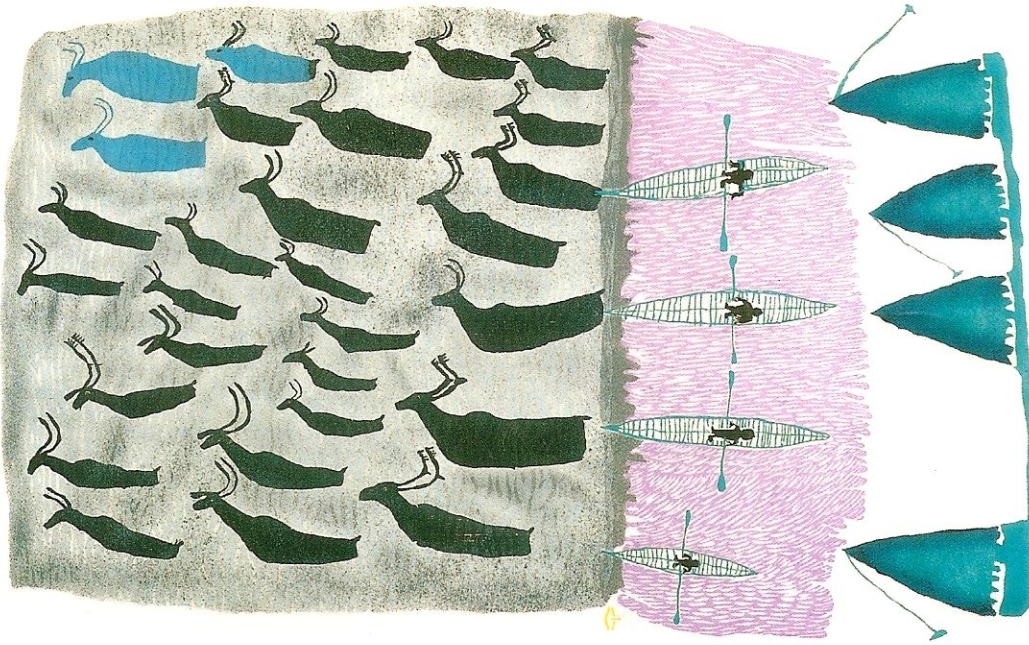
HOUGHTON MIFFLIN COMPANY

BOSTON 2001

Anthropologist: Scientist of the People
Houton-Mifflin Co. 2001

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not by
HOW CULTURE TRANSFORMED HUMAN EVOLUTION
genes alone

LOWEST TEXTBOOK PRICES
I saved money at
UBX
Book Exchange.com
We pay **CASH** for books
10 E. 15th Ave 298-7771
2nd Floor above Jimmy John's

Peter J. Richerson and Robert Boyd

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FILMS

Films shown in class will be chosen from the following list.

Film Title (Cultural group, Location)

- The Fast Runner (Inuit, Canada)
- Classic Wild Men of the Kalahari Films (!Kung San, Namibia)
- The !Kung San: Traditional Life (!Kung San, Namibia)
- People of the Australian Western Desert (Mardudjara Aborigines, Australia)
- The Hunters (!Kung San, Namibia)
- Batak: Ancient Spirits Modern World (Batak, Philippines)
- Nanook of the North (Inuit, Canada)
- In Celebration, Nunavut, Life on the Land (Eskimo, Canada)
- Ten Canoes (Yolngu, Australia)
- A Joking Relationship (!Kung San, Namibia)
- Nyai (Indonesia)
- Bitter Melons (!Kung San, Namibia)
- The Hadza (Hadza, Tanzania)
- Pygmies of the Rain Forest (Mbuti, Zaire)
- The Whale Hunters of Lamalera, Indonesia (Indonesia)
- People of the Seal (Eskimo, Canada)
- Penan – Borneo (Penan, Borneo)
- Dead Birds (Dani, New Guinea)
- The Last of the Cuiva (Hiwi, Colombia)
- The Ax Fight (Yanomamo, Venezuela)
- Legacies of Human Evolutionary History (Various, Various)