

New

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 12, 2010

1. ACADEMIC UNIT: School of Human Evolution and Social Change
2. COURSE PROPOSED: ASB 101 Anthropology: Understanding Human Diversity 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. 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.

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities and Fine Arts-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C
(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this a multisection course?: No Yes; is it governed by a common syllabus? _____

Alex Brevis Stade
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 4/12/10

*effective date
Fall 2010*

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.

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"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Course syllabus Textbook table of contents, Film list
		2. Course must be one or more of following types (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Course syllabus Textbook table of contents, Film list
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.	Course syllabus Textbook table of contents, Film list

Page 3 of 3

Course Prefix	Number	Title	Designation
ASB	101	Anthropology: Understanding Human Diversity	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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The long term goals of the course are to create sensitivity to global diversity and understanding of humanity and human diversity.	Course syllabus p. 2 Textbook table of contents Film list
2c	The course makes extensive cross-cultural comparisons using the ethnographic and archeological records. There is very little U.S. content, and mainstream U.S. culture is used only as a reference point for students to understand the experiences of other peoples.	See course syllabus: schedule of lectures p.6-7 The world areas listed describe where the examples used in class will be drawn from. See film list.
2d	The course centers on an integrated scientific 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.	See course syllabus: schedule of lectures p.6-7 The world areas listed describe where the examples used in class will be drawn from. See film list. See textbook table of contents.

Anthropology: Understanding Human Diversity

ASB 101

Fall 2009

Monday, Wednesday

3:30 – 4:45 PM

Global Inst Sustainability room 101

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TEXTBOOKS

Anthropology (12th ed.) 2007 Ember, Ember & Peregrine, Prentice Hall.

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

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

INSTRUCTOR

Kim Hill, Ph.D., School of Human Evolution and Social Change (SHESC), 3rd floor, Room 363,

Kim.Hill@asu.edu ; cell phone – 505 507 1469

Office hours: M 11-12 & by appointment.

TEACHING ASSISTANTS

Will post their contact information and office hours on the Anthropology 194 Blackboard site.

COURSE DESCRIPTION

Anthropology is the study of human diversity, and the flip-side of diversity, 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 & OUTCOMES OF THE COURSE

Goals

- 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.

Outcomes

- Students will be able to critically think about human diversity using an integrated biological and cultural framework.
- Students will have a sensitivity to global diversity in order to more effectively navigate the social complexities of a shrinking world.
- Students will have 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. Hard work, honesty, diligence, conscientiousness and collegiality will be rewarded in this course.

BLACKBOARD WEBSITE

The teaching assistants and/or instructors will post the following course materials on the course's website:

Course syllabus
Power point presentations
Study questions
Homework assignments
Exam scores
Grades

HOW TO SUCCEED IN THE COURSE

- 1) *Attend class; attendance is the strongest predictor of grade in undergraduate classes.*
- 2) *Study everything – the book, the lecture notes, your homework assignments*
- 3) *Classroom policies:* Read and apply all the classroom policies

GRADING

Reading assignments: homework questions based on the textbook and lectures will be posted each week. Students should read the relevant chapters before answering the homework questions.

Homeworks: Each week, study questions will be posted in the Assignments folder the Intro to Anthro 194 Blackboard site on Friday at noon and will be due the following Friday at noon. The homeworks with answer keys will be posted as Word files two weeks after the homeworks have been completed.

Attendance: attendance will be monitored for each lecture using a system that will be explained in class

Films: a list of ethnographic films will be posted. Students must watch one film outside class and submit a one page report on the film that answers key questions about the plot.

Exams: If you answer all the study questions, keep track of questions you got wrong, and study the answer keys, you will be ready for the exams. You are allowed to prepare one 8 X 10 page 'cheat sheet' for each exam. You can put as much information into that cheat sheet as you wish. All exam questions will be multiple choice.

Here is an example of the type of multiple choice questions 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, 12 X 10 points each	120
Exams, 3 x 100 points each	300
Attendance	60
Ethnographic film	20

letter grade	percentage
A+	95 plus
A	90-94
A-	84-89
B+	79-83
B	74-78
B-	70-73
C+	66-69
C	60-65
D	46-59
F	45 or fewer

Make-up policies

Students who must miss class should submit a request for an excused absence.

The note should include -

Name:

Email address:

Telephone number:

Reason for the absence:

The student must then write a one-page (single-spaced 12-font, default Word document margins) summary of the material covered in class on the day of the absence. This summary should be based on the Power Point slides presented, the reading assignment, and study questions that correspond to the missed lecture. The one-page summary should be turned in to a TA within 1 week of the absence.

Students who complete these steps will get full credit for the class or classes they missed.

CLASSROOM POLICIES

Attendance and tardiness

At the start or end of selected classes, one of the Teaching Assistants will circulate a 'sign-in' sheet. Write and sign your name (see 'Grading Policy'). Forgery of another student's signature is criminal conduct and grounds for expulsion.

If you arrive late, please enter the room quietly. If you have to leave early, please sit near the back and let one of the instructors know at the beginning of class.

Civility/code of conduct

- 1) Don't fall asleep in class
- 2) Arrive on time
- 3) If you leave early, do so quietly, and sign the 'sign out' sheet. You will have to submit a summary of the lecture slides that you missed.
- 4) If you arrive early sit in the middle seats of sections, and leave seats along the edges empty for those who arrive later
- 5) Don't read the newspaper in class, or log on to the internet
- 6) 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.
- 7) 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.
- 8) Students can tape record the lectures.

ACADEMIC INTEGRITY

Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that the work of students suspected of academic dishonesty will be scanned using SafeAssignment on Blackboard, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other ASU students. If you are caught plagiarizing, you will automatically receive an "E" for the assignment and will be reported to administration. Students are responsible for understanding ASU's policies: <http://provost.asu.edu/academicintegrity>.

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.

STUDENT SUPPORT SERVICES

ASU offers support services through Counseling (www.asu.edu/counseling_center), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (www.asu.edu/drc). If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter for Dr. Hill from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Lecture Plan and reading (Ember & Ember; Not by Genes Alone):

- L1 8/24 What is Anthropology? Ch.1 E&E
Human variation, continuity. Utility of Anthropology. Transmission and evolution of behavioral patterns.
- L2 8/26 Evolutionary Theory Ch.3 E&E
Evolution and Natural Selection. Adaptationist paradigm. Micro and Macro Evolution.
- L3 8/31 Heredity and Evolution, genetic variation Ch.12 E&E
Forces of gene frequency change.
- L4 9/2 Human Biological Variation
Morphological variation.

9/7 Labor Day

- L5 9/9 Behavior: Ch.3: 48-50. E&E
Reaction Norms, optimality, tradeoffs. Proximate and Ultimate explanations.
- L6 9/14 Economics, technology & production Ch.17&18 E&E
Maximization, resources and fitness, relative vs. absolute gain. OFT
- L7 9/16 Mating and Parenting. Ch.20 E&E
Mating vs parenting tradeoff. Sexual selection. Divorce rates, attractiveness.

L8 9/21 Cooperation, redistribution, exchange Ch.17 E&E
Associating costs of altruism with benefits. Kin selection, reciprocal altruism. Prosociality and strong reciprocity. Cooperative Breeding and cultural group selection

L9 9/23 Life History (Hill 1993 pdf article)
LH tradeoffs, cost of reproduction. Lifespan, age at maturity, body size.

9/28 EXAM 1.

L11 9/30 How we study the past. Chpt.2 E&E
Methods in archeology and paleoanthropology

L12 10/5 Primates, Australopithecines Chpt.4,5,6 E&E (J.G. Video)
From earliest primates to earliest bipedal apes ancestral to humans

L13 10/7 Origins of genus Homo. Chpt.7 E&E
Major changes in diet and lifestyle distinguishing Homo from apes

L14 10/12 Origins of Homo sapiens Chpt.8 E&E
The common ancestor of all living humans

L15 10/14 The emergence of Human uniqueness (Hill et al 2009 pdf article)
Cooperative breeding, families and extended families, culture, life history, extra kin cooperation

L16 10/19 Late paleolithic culture. Chpt 9 E&E
Worldwide expansion, emergence of geographical variation/race

L17 10/21 Domestication. Chpt.10 E&E
Beginnings of food production rather than collection

L18 10/26 Rise of Civilization, Chpt.11 E&E
States and their institutions

L19 10/28 The Year 1,000, From Despotism to Democracy
Transition from rule by force to representative decision making

11/2 EXAM 2.

L20. 11/4 Culture and social norms (NBGA Ch 1-3)
Social learning by animals. Regulation, reinforcement, ethnicity, Social norms

L21 11/9 The evolution of Culture. Chpt.13,14 E&E; NBGA Chpt 4-6.
Vertical and Horizontal transmission. Conformity bias and Model biases. Cultural evolution

11/11 Veterans Day

L22 11/16 Social Structure. Chpt.21,22 E&E
Coresidence, Regulation of mating, alliances, Kin terms. Regulation of display

L23 11/18 Social Stratification/Sex Roles. Chpt18,19 E&E
resource access and distribution. Emergence of stratification; sexual cooperation & conflict.

L24 11/23 Institutions, politics, conflict Chpt 23,24 E&E
Levels of political organization, institutions of norm formation, modern political institutions

L25 11/25 Religion, health and death. Chpt.25,26,29 E&E
Religion, myth, universal tenets

L26 11/30 Origins of Language & expression. Chpt.16,27 E&E
Animal communication vs human language
L27 12/2 The Structure of Language Pinker 1994
Universal cognitive structuring of language

L30 12/7 Social Change Chpt.28,30 E&E; Batten 2002
globalization, sustainability regulation of public health; Cultural imperialism, universal human
rights

EXAM 3 (scheduled Dec 16, my be changed)

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Anthropology, 12/E

Carol R. Ember, *Human Relations Area Files*
Melvin R. Ember, *Human Relations Area Files*
Peter N. Peregrine, *Lawrence University*

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Chapter 6 The First Hominids

Chapter 7 The Origins of Culture and the Emergence of Homo

Part III Modern Humans

Chapter 8 The Emergence of Homo Sapiens

Chapter 9 The Upper Paleolithic World

Chapter 10 Origins of Food Production and Settled Life

Chapter 11 Origins of Cities and States

Chapter 12 Human Variation and Adaptation

Part IV Cultural Variation

Examples are drawn from all over the world. Very little U.S. content, and even less about 'mainstream' U.S. culture. (see world Areas covered in Lecture Schedule p. 6-7)

- Chapter 13 The Concept of Culture
- Chapter 14 Theoretical Approaches in Cultural Anthropology
- Chapter 15 Explanation and Evidence
- Chapter 16 Communication and Language
- Chapter 17 Getting Food
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ANTHROPOLOGIST: SCIENTIST OF THE PEOPLE

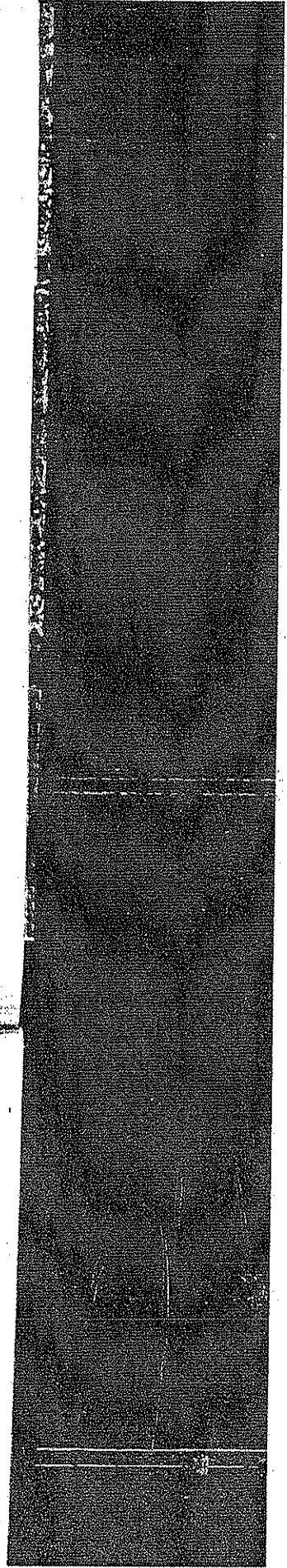
Mary Batten

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



Anthropology: Understanding Human Diversity
ASB 194

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)