



ARIZONA STATE UNIVERSITY

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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 March 24, 2009

1. ACADEMIC UNIT: School of Human Evolution and Social change
2. COURSE PROPOSED: ASB 194 Anthropology: Understanding Human Diversity
(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. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry—L ☐
Mathematical Studies—MA ☐ CS ☐
Humanities, Fine Arts and Design—HU ☐
Social and Behavioral Sciences—SB ☒
Natural Sciences—SQ ☐ SG ☐

Awareness Areas

Global Awareness—G ☐
Historical Awareness—H ☐
Cultural Diversity in the United States—C ☐

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.*



Dear General Studies Committee,

We are respectfully asking for a general studies designation for this course. This is a new introductory course that covers the four fields of anthropology. We will be requesting a permanent course number for ASB 194 Anthropology: Understanding Human Diversity in the coming semesters. We are planning for this course to be a large lecture course and we will be teaching the course every semester. We are seeking approval for Fall 2009, when the course will first be offered. We appreciate your consideration of this request.

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

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Chair/Director (Print or Type)

Date: _____



Chair/Director (Signature)

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	course syllabus, textbook table of contents, film list		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" data-bbox="397 658 1117 768"> <tr> <td> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td>ANTHROPOLOGY</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY	course syllabus, textbook table of contents, film list
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	course syllabus, textbook table of contents, film list		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	course syllabus, textbook table of contents, film list		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
ASB	194	Anthropology: Understanding Human Diversity	SB

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 deeper understanding of humanity and human variation.	course syllabus p. 2 textbook table of contents film list
2 and 3a	This course is an introduction to anthropology, and introduces anthropological theory and concepts through examples in the ethnographic and archeological records.	course syllabus p. 2, 3, 6-7 textbook table of contents film list
4	The course uses an anthropological perspective that emphasizes explanatory hypothesizes based on uniformitarian assumptions of causality. The course makes extensive cross-cultural comparisons.	course syllabus p. 2, 3 textbook table of contents film list

Anthropology: Understanding Human Diversity

Course number

ASB 194

Dates

Fall 2009

Schedule

Monday, Wednesday, Friday

10:45 – 11:35 PM

Room

Murdock 161 or equivalent

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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 339,

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

Office hours: by appointment.

TEACHING ASSISTANTS

Will post their contact information and office hours on the Anthropology 101 Blackboard site.

COURSE DESCRIPTION

①

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.

2+3a

④

GOALS OF THE COURSE

What are the short term goals of this course?

④

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

2+3a

...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...?

①

...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. 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 101 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.

Here is an example of a study question that will be in the homeworks:

④

3. Under what conditions do monetary or commercial exchange (also called market exchange) systems emerge? Name a society that uses this system.

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

②+3a

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, 2 x 100 points each	200
Attendance (42 lectures x 2 points each)	84
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	63-65
C-	60-62
D+	55-59
D	51-54
D-	46-50
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 each class, one of the Teaching Assistants will circulate a 'sign-in' sheet. Write and sign your name (see 'Grading Policy').

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

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.

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/).

In addition, students who would like to learn more about educational opportunities and programs in the School of Human Evolution and Social Change should contact the school's undergraduate advisor, Alissa Ruth (Alissa.Ruth@asu.edu) or the undergraduate director, A. Magdalena Hurtado (amhurtad@asu.edu).

Lecture Plan and required reading (From Ember and Ember text):

Lecture Topic	Reading	World Areas
L1 What is Anthropology	Ch.1	
L2 Evolutionary Theory	Ch. 3	
L3 Evolution, genetic variation	Ch. 12	All continents
L4 Behavior	Ch. 3: 48-50	All continents
L5 Economics	Ch. 16	U.S., Tanzania, Andaman Islands, Australia, New Guinea, Namibia, S.E. Africa, China, Malaysia, Trobriand Islands, Melanesia
L6 Mating and Parenting	Ch. 20	U.S., Pacific Islands, Mexico, Siberia, Bolivia, India, New Guinea, Kenya, etc.
L7 Cooperation	Ch. 17	Uganda, Kenya, U.S., New Guinea, Melanesia, Polynesia, Peru, Nigeria, Ghana, Liberia
L8 Life History	(Hill 1993)	Central and South America
L9 Culture	(NBGA Ch. 1-3)	All continents
EXAM 1.		
L10 Primates	Ch. 4 (J.G. Video)	Africa, S.E. Asia, Central and South America
L11 Australopithecine evolution	Ch. 5, 6	Africa

L12 How we study the past	Ch. 2	
L13 Origins of genus Homo.	Ch. 7	Tanzania, Kenya, Java, China, Europe
L14 Behaviorally modern humans.	Ch. 7	Europe, Africa, Asia; N. & S. America
L15 The evolution of culture	Hill et al 2009	Europe, Africa, Asia; N. & S. America
L16 Late paleolithic culture.	Ch. 9	Europe, Africa, Asia; N. & S. America
L17 Domestication.	Ch. 10	All world areas: South America, Middle East, Liberia, Greece, Vietnam, Iran, Scandanavia, etc.
L18 Rise of Civilization	Ch. 11	Middle East, China, Mesoamerica, Africa
L19 The Year 1,000		Middle East, China, Mesoamerica, Africa
EXAM 2		
L20. The Concept of Culture	Ch. 13, 14	All world areas: India, Namibia, Eastern Europe, China, Italy, New Guinea, Hopi (U.S.), etc.
L21 The Concept of Culture.	NBGA Ch. 4-6	All world areas: India, Namibia, Eastern Europe, China, Italy, New Guinea, Hopi (U.S.), etc.
L22 Social Stratification/Sex Roles	Ch. 18, 19	Central Africa, Namibia, Polynesia, South Africa, U.S., India, Japan, Rwanda, Greece
L23 Kinship, residence, alliances	Ch. 21, 22	Nigeria, New Guinea, Pacific Islands, West Africa, India, U.S., Sudan
L24 Religion, health and death	Ch. 25, 29	Polynesia, India, Australia, New Zealand, South America, Kwakiutl (Canada), DRC, Easter Island, U.S., Fiji
L25 The Origins of Language	Ch. 15	All world areas: U.S. Midwest, India, Kwakiutl (Canada), Navajo (U.S.), China, Sudan, Thailand, etc.
L26 The Structure of Language	Pinker 1994	All world areas: U.S. Midwest, India, Kwakiutl(Canada), Navajo (U.S.), China, Sudan, Thailand, etc.
L 27 Social Change	Ch. 28, 30, Batten 2002	All continents
L28 Global Health	Hurtado 2009	Africa, Asia, Central and South America
L29 Challenges for the future		All continents
L30 Anthropology, the study of human variation		All continents
EXAM 3		

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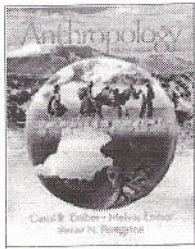
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ANTHROPOLOGIST: SCIENTIST OF THE PEOPLE

Mary Batten

~ with photographs by A. Magdalena Hurtado and Kim Hill



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BOSTON 2001

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)