

**Course Objectives/Course Outline**  
**Spokane Community College**

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**Course Title: Survey of Anthropology**

**Prefix and Course Number: ANTH& 100**

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**Course Learning Outcomes:**

**By the end of this course, a student should be able to:**

- Define and discuss the breadth of anthropology, its main fields (archaeology, biological anthropology, cultural anthropology, and linguistics) and their ties to the sciences and humanities.
- Recognize, identify, and apply the scientific method in anthropology.
- Identify and apply critical components to anthropological thought, especially in regards to ethnocentrism and cultural relativism.
- Demonstrate knowledge of the range of human cultural and biological variation in the past and present from an evolutionary perspective.
- Explain the evolutionary and cultural significance of language using evidence from the four main fields of anthropology.
- Apply an anthropological perspective to contemporary global issues and cultural diversity.
- Apply effective information literacy techniques to distinguish between different sources of anthropological information.

**Course Outline:**

- I. What Makes Us Human?
  - a. Introduction to the four sub-fields (biological, archaeology, linguistics, and cultural)
  - b. Introduction to the how the field of anthropology is holistic, interdisciplinary, and global
  - c. Introduction to how anthropology employs the scientific method to conduct research
  - d. Introduction to anthropological explanations (e.g. Boas' historical particularism, functionalism, symbolic anthropology, cultural materialism, cultural ecology, and other theoretical platforms)
- II. Biological Anthropology
  - a. Evolution and Genetics
    - i. Evolutionary Theory
      - A. Impact of the Scientific Revolution
      - B. Darwin's view of natural selection
      - C. Current understanding of natural selection and evolutionary theory
    - ii. Mendel and Modern Genetics
      - A. Mendel's principles in light of molecular revolution
      - B. Basic review of genetic terms (dominance, recessive, allele, homozygous, heterozygous, etc) -- Goal of this section is to establish a baseline for discussion on forces of evolution and human variation, not to serve as introduction to biology class.
    - iii. Forces of Evolution
      - A. Genetic drift, gene flow, natural selection, and mutation as they relate to anthropological research
      - B. Examples to demonstrates forces of evolution should be pulled from the anthropological literature. Examples include but are not limited to huntington's chorea, polydactyl, hemochromatosis (Viking Hypothesis), lactose deficiency, and small pox.
  - b. Human Biological Variation

- i. Sources of Variation - Genetics, Culture, and Environment
  - ii. Adaptations arising from natural selection
    - A. Examples should be pulled from the anthropological literature. Examples include but are not limited to skin color, high altitude, cranial and facial features, sickle-cell anemia, and lactose deficiency.
  - c. Primatology
    - i. Characteristics / features that unite the Order Primates
    - ii. Other suggested topics: Conducting field research, Primate Behavior, Primate Adaptation and Evolution, Primate Sexuality, and current research in Primatology
  - d. Paleoanthropology
    - i. Principle trends in hominin evolution
    - ii. Fossil evidence for early hominin evolution
    - iii. Evidence of material culture in hominin evolution (Lower and Upper Paleolithic tool industries)
    - iv. Impact of genomic research and molecular dating on interpreting human evolution
- III. Archaeology
- a. What is the archaeological record?
  - b. Methodology -- "Science" in the study of the past (Archaeological sites or cultural groups used to discuss this area is up to the instructor of record. However, the following sites or cultural groups are recommended due to recent archaeological research: Easter Island, Stonehenge, Salme Viking ships, and Mosaic Floor in Lod)
    - i. Techniques used to locate sites
    - ii. Techniques used to conduct archaeological excavations
    - iii. Analysis of data
    - iv. Interpretation of data
  - c. Archaeological Evidence for the Food Producing Revolution (Suggested areas of focus include but are not limited to: Near East during the Late Pleistocene, Tehuacan Valley, Maize in the Eastern Woodlands, Animal Domestication in South America)
  - d. Who Owns the Past? (Suggested Examples include Native American burial and ceremonial mounds, Nigerian masks, Inca and Mayan temples, and Zimbabwe stone bird.)
- IV. Linguistic Anthropology
- a. Anthropological Study of Language
    - i. Origins of language (both culturally and biologically)
    - ii. Non-human primate studies
    - iii. Non-verbal communication
  - b. Language, Thought, and Culture: Exploring the relationship between language and culture (e.g. Sapir-Whorf hypothesis)
  - c. Sociolinguistics (as it relates to the anthropological study of language)
- V. Cultural Anthropology
- a. Subsistence Patterns and the Environment
    - i. Foraging (Examples include but are not limited to the Inuit, Semang, and Mbuti)
    - ii. Horticulture (Examples include but are not limited to the Yanomamo and Tsembaga)
    - iii. Pastoralism (Examples include but are not limited to the Sami, Maasai, and Nuer)
    - iv. Agriculture (Examples include rice farms in China and Bali and family farming in Finland)
  - b. Anthropological Study of Economics
  - c. Sociopolitical Organizations

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- i. Bands, tribes, chiefdoms, and agricultural states
    - A. Examples listed under Subsistence Patterns and the Environment apply here as well (e.g. Yanomamo are tribes while the Inuit a foraging group)
  - ii. Social Stratification -- Class and Caste Systems
  - iii. Warfare, Feuds, and Conflict Resolution
  - d. Family, Kinship, and Marriage
  - e. Other Topics in Cultural Anthropology (At least one of the following topics should be covered within the cultural anthropology unit.)
    - i. Worldview and Religion
      - A. Ritual, myth, and rites of passage
      - B. Religion among the different sociopolitical organizations (e.g. animism, shamanism, witchcraft, totemism, etc)
      - C. Death and the Afterlife
    - ii. Social Inequality
      - A. Anthropological Perspectives on race and ethnicity
      - B. Impact of Globalization (Examples include but are not limited to consequences of colonialism, World Systems Theory, forms of resistance among Indigenous Peoples, and uneven economic development)
    - iii. Aesthetics: Art and Music
      - A. How art and music serve as living communication and expressive culture
      - B. Cross cultural examination of art and music
- VI. Anthropology Today and Tomorrow
- a. Topics in this section are up to the Instructor of Record. It is recommended, however, that topics that are current in anthropological literature and research be the focal point of this final section of the course.
  - b. Examples include but are not limited to Forensic Anthropology, Anthropology of Migration, Urban Anthropology, Business Anthropology, Medical Anthropology, Nutritional Anthropology, and Anthropology of Gender