

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ANTH 101 Introduction to Anthropology or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

List ANTH 101 - Introduction to Anthropology as an option in the social science general education menu. We also request that ANTH 101 be considered for inclusion in the cultural competency menu.

ANTH 101 meets all of the requirements set out in the UGEC criteria and was once on the social science menu. ANTH 101 is "an overview of archeology; physical, linguistic, and cultural anthropology. Challenges to students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of 'tribal loyalties' in the midst of growing international interdependence. An appropriate world view is suggested, in contrast to provincialism."

Please see attached for further justification of how ANTH 101 fits into both menus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

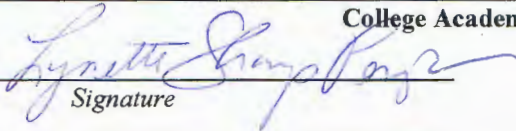
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

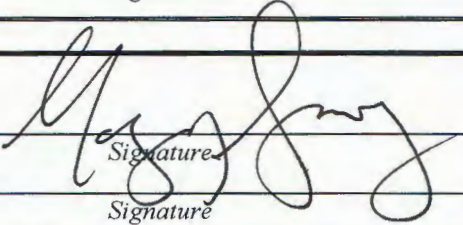
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	28 Jan 2015 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	2-13-2015 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	2/18/15 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

The criteria for inclusion in the social sciences general education menu as outlined by the UGEC are:

1. Disciplines
 - a. Courses in the menu may come from one of ten disciplines including anthropology.
2. Definitions
 - a. "A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population."
 - b. ANTH 101 addresses human functioning at the institutional and societal level. As a broad overview of the discipline of anthropology ANTH 101 involves the study of the interactions within and between various social institutions, communities, and individuals within those structures.
3. Course Content
 - a. ANTH 101 seeks to introduce students to the four fields of anthropology including archaeology, linguistics, cultural and physical anthropology.

The UGEC criteria for inclusion in the cultural awareness menu includes the ability to reflect on one's own cultural rules and biases. ANTH 101 seeks to help students uncover those through the study of cultural anthropology and getting to know how cultures vary and are similar throughout the world. The criteria ask that courses allow students to consider experiences and issues from the perspectives of other with differing world views and ANTH 101 does this by utilizing the lens of the "global village" and gaining an understanding of "tribal loyalties."

Abilene Christian University
ANTH 111.01
“Introduction to Anthropology”

“Ordinarily we are unaware of the special lens through which we look at life...Anthropology holds up a great mirror to humanity [which reflects back] its infinite variety.”

- Clyde Kluckhohn

Instructor: Dr. Suzie Macaluso, PhD

Office Hours:

Office: Sherrod 133

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

Mission of ACU

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Catalog Description of ANTH 101 – Introduction to Anthropology

An overview of archeology; physical, linguistic, and cultural anthropology. Challenges students to a serious look at today's "global village" with its diversity of cultures and a fuller understanding of "tribal loyalties" in the midst of growing international interdependence. An appropriate world view is suggested, in contrast to provincialism.

Course Rationale

This course is applicable as a social science foundation for majors in which an understanding of human social diversity and community is required.

Human ecology is a foundation perspective for studying the interrelationship of humans and their environment. By exploring various patterns of daily human interaction in different social and physical environments, we will find that understanding social behavior in a specific setting or event is a product of the interaction of people in place in time. We will also find that the infinite combinations created by the people who are in a given place at a given time results in a vast array of world communities that must interact in a global society. All are created with divine capacity to create communities. We will explore how people respond in social settings to their environments, to the influences of their past interactions and their view of the future, to the influence of language, to the different meanings that can be attached to cultural symbols and learning experiences, and physical characteristics and character traits of that make us similar to others, yet unique as individuals. We will examine the influence of cultural elements on individual character development as well as the influence of individual character as a force to shape cultural change. We will examine issues of diversity that create patterns of social stability, inequity and injustice on the basis of social roles, social status and social value.

We will consider the cultural expressions of social life that stem from the interaction of ethnicity and race, language and communication, socio-economic influences, political systems, families, gender and religion. We will look at the global community from the standpoint of the U.S. society and as it exists in the industrialized and developing nations throughout the world.

COURSE OBJECTIVES:

During this course experience, you will:

- Trace and discuss the emergence and impact of global social interdependency and the “worldviews” that are represented.
- Be familiar with and correctly identify the four type of anthropological evidence (archaeological, physical, cultural, and linguistic) and the roles they play in understanding human social settings and interactions.
- Understand and describe the role of race and ethnicity, family, religion, education, communication, politics, gender, and economic factors in community life.
- Engage in basic research analyses using methods and ethics of applied anthropology.
- Apply concepts of anthropological thinking to personal life goals and preparation for service and leadership throughout the world.

Required Texts

All texts are available from the ACU bookstore.

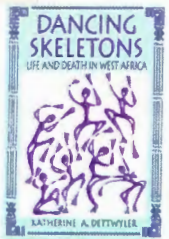
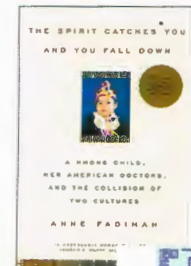


Kottak, Conrad. 2014. *Window on Humanity: A Concise Introduction to General Anthropology*. Sixth Edition. ISBN 978-0078035081

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*, ISBN: 0374525641

Dettwyler, Katherine. 1993. *Dancing Skeletons: Life and Death in West Africa*. ISBN: 088133748X

Belmonte, Thomas. 2005. *The Broken Fountain*. 2nd edition. ISBN: 0231133715



Course Requirements

Course requirements consist of daily readings, lecture attendance and participation, and maintaining a course reading journal. Please read the descriptions below.

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the chapter prior to class. By reading the book, hearing the course material during lecture and taking notes you will set yourself up for success in this course.

II. Lecture Attendance/Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. To encourage your participation in class activities 50 points will be available for attendance and participation. You will receive three excused absences for the semester. For each absence over your three excused 5 points will be deducted from your participation grade. If you have perfect attendance for the entire semester you will be rewarded with a 5 point bonus on your participation grade. Full participation points are dependent on participating in discussions and in class activities. Some in class activities may require you to turn in an assignment or to finish an assignment started in class at home and return it during the next class meeting. On occasion participation points will be given for discussion questions posted on Canvas. Please see "General Classroom Policies" for my policy on missing class.

PowerPoint slides will be posted on Canvas prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

III. Reflection Papers

You will be asked to write reflection papers over each of the ethnographic books that are assigned (Fadiman, Dettwyler and Belmonte). You will read each book and then write a paper connecting the content of the book with the various topics discussed in lecture notes and the textbook. Your paper should follow the following outline, or something similar:

- I. Introduction - what book did you read, what topics will the rest of your paper cover, etc.
- II. Brief overview of the book - what is the main theme, what methods were employed, what were the findings, etc.
- III. Reflection on how the book illustrates concepts from the textbook (Kotak) and lecture. ***This is the most important aspect***

IV. Conclusion, how has reading this ethnography shaped your views?

The paper should be 3-4 pages double-spaced. Please use 1-inch margins all around (please note that this may not be the default) and Times New Roman or something similar. I will not accept papers written in Courier or Courier New or any of the other fonts that make a paper longer. If you use any outside sources be sure to give a citation. When quoting from either the textbook or the ethnography please be sure to cite the source as well.

IV. Exams

There will be three exams given during the course of the semester. Each exam is worth 75 points and will consist of 75 multiple choice & True/False questions.

General Classroom Policies and Guidelines

Grade Book

Your grades will be posted on Canvas. Be sure to check your grades often and note any errors that may occur immediately.

Grading

The grading breakdown is as follows:

Exams: 3 x 75 points each = 225 points

Participation/Attendance: 55 points

Reflection Papers: 3 x 40 = 120 points

Total = 400 points

90.00% and higher = 360 to 400 points = A

80 – 89.99% = 320 to 359.99 points = B

70 – 79.99% = 280 to 319.99 points = C

60-69.99% = 240 to 279.99 points = D

0-59.99% = 0 to 239.99 points = F

What Grades Mean

The Grade of A: A grade of A indicates exceptional scholastic performance. The essence of A-level work is overall excellence with no major weaknesses. It meets the stated requirements but goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of social scientific thinking and ability. In such work, terms and distinctions are used effectively, accurately, and precisely; skills are displayed masterfully. The A-level student consistently analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and shows noticeable sensitivity to important implications, and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. An A student's work is consistently at a high level of intellectual excellence.

The Grade of B: A grade of B indicates good scholastic performance. The essence of B-level

work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of social scientific thinking and skills. On the whole, terms and distinctions are used effectively and accurately and research skills are competently demonstrated. The B-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate the thinking and concepts and to demonstrate the skills of social science research.

The Grade of C: A grade of C indicates average scholastic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of the thinking and skills of a social scientist. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use concepts and research skills effectively; sometimes the use is ineffective. The C-level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, or recognizes important implications and consequences. Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. The C student exhibits interest in the coursework and the capacity to understand the thinking and concepts of social science research.

The Grade of D: A grade of D indicates poor scholastic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding social scientific thinking along with the development of some, but very few research skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never recognizes important implications and consequences. The D student exhibits minimal interest in social research but comprehends the essential concepts of the discipline.

The Grade of F: A grade of F indicates unacceptable scholastic performance. F-level work neglects the standards and requirements of the assignment or the course. The student does not understand the basic nature of social scientific thinking and cannot effectively use research skills

or abilities. F-level work is vague, imprecise, and shows little evidence that the student is genuinely engaged in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, and not tracing implications and consequences. The F student exhibits no interest in social research and the inability to understand the essential concepts of the discipline.

Late Work

Work will be considered late if it is not received by the instructor by 8:15 pm on the day that it is due. All work received after 8:15 pm will be worth half credit. Any work not received two business days after the due date by 5 pm will not be graded and will receive a grade of 0.

Examples

- Paper due Tuesday, if I don't have it by 5 pm on Thursday it is worth no credit.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses Canvas website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's Office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of student life, director of student judicial affairs, director of residential life education and academic departments.

Therefore, cheating, plagiarism (copying someone else's work or using quotes or major ideas without acknowledgment), and other forms of academic dishonesty **WILL NOT BE TOLERATED**. Students who violate standards of academic integrity will be given a failing grade (F), withdrawn from the course, and referred to the appropriate Student Life Office for possible additional sanctions.

Special Accommodations

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.

5. **Class Climate and Conduct:** One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under “special accommodations.”
9. **Preparing for Exams:**
 - a. Read all assigned materials and highlight and take notes over significant material as you go.
 - b. Review highlighted material and notes several times a day in the week leading up to the exam.
 - c. Attend every class, take notes, participate in discussion, and ask questions. You will find that if you read prior to coming to class you will have something to add to class discussion. If you are unable to attend a class, be sure to get the notes from a classmate.
 - d. Form study groups and meet to discuss course material.
 - e. Make use of office hours if you have any questions or concerns about the course.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on Canvas (OC).

Dates:	Day	Topic to be Covered	Reading	Assignment Due
	M	Introductions	Ch 1	
	W	What is Anthropology?	Ch 1	
	F	What is Anthropology?	Ch 1	
	M	Culture	Ch 2	
	W	Culture	Ch 2	
	F	Ethics and Methods	Ch 3	
	M	Ethics and Methods	Ch 3	
	W	Evolution, Genetics, and Human Variation	Ch 4	

	F	Evolution, Genetics, and Human Variation	Ch 4	
	M	The Primates	Ch 5	
	W	The Primates	Ch 5	
	F	Early Hominins	Ch 6	
	M	Exam #1	Ch 1-6	
	W	The Genus Homo	Ch 7	
	F	The Genus Homo	Ch 7	
	M	The First Farmers	Ch 8	
	W	The First Farmers	Ch 8	
	F	The First Cities and States	Ch 9	Paper #1
	M	The First Cities and States	Ch 9	
	W	Language and Communication	Ch 10	
	F	Language and Communication	Ch 10	
	M	Making a Living	Ch 11	
	W	Making a Living	Ch 11	
	F	Making a Living	Ch 11	
	M	Political Systems	Ch 12	
	W	Political Systems	Ch 12	
	F	Exam #2	Ch 7-12	
	M	Families, Kinship, and Marriage	Ch 13	
	W	Families, Kinship, and Marriage	Ch 13	
	F	Families, Kinship, and Marriage	Ch 13	
	M	Gender	Ch 14	
	W	Gender	Ch 14	
	F	Gender	Ch 14	Paper #2
	M	Religion	Ch 15	
	W	Religion	Ch 15	
	F	Religion	Ch 15	
	M	The World System and Colonialism	Ch 16	
	W	The World System and Colonialism	Ch 16	
	F	The World System and Colonialism	Ch 16	
	M	Ethnicity and Race	Ch 17	
	W	Ethnicity and Race	Ch 17	
	F	Ethnicity and Race	Ch 17	
	M	Applying Anthropology	Ch 18	
	W	Applying Anthropology	Ch 18	
	F	Applying Anthropology	Ch 18	Paper #3
	M	Global Issues Today	Ch 19	
	W	Global Issues Today	Ch 19	
	F	Global Issues Today	Ch 19	

	T	Final Exam	Ch 13-19	
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