

## **ANTH 2120H – HONORS INTRODUCTION TO ANTHROPOLOGY**

### **INTERDISCIPLINARY FIELD PROGRAM – SUMMER 2015**

Instructor: Dr. Jennifer Jo Thompson, [jjthomp@uga.edu](mailto:jjthomp@uga.edu)  
Dr. Geoff Kelley, [ecoanth@gmail.com](mailto:ecoanth@gmail.com)  
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*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

### **Course Description**

The study of anthropology is the study of what it means to be human. *This course examines variations in human biology and culture over time and space, including relationships between human biology, culture, and the environment, to arrive at an understanding of contemporary cultural differences and similarities.*

*Students will learn the basic concepts and methodology of the four subfields of anthropology, develop an awareness of other cultures, and hone their critical thinking skills.*

You can think of this course as having two distinct components that are more or less interwoven: the field component in which you are visiting sites of geologic, ecologic, and/or anthropologic significance and interacting with people across this country and with one another, and the thematic component in which you will develop an understanding of anthropology as a broad discipline made up of four fields: biological anthropology, archaeology, cultural anthropology, and linguistics. Your job over the semester is to learn to develop the skills to use what you are learning in the thematic component of the course to consider, interpret, and question what you experience in the field component of the course.

### **Course Assignments**

**Course readings and films:** Required readings for this course include those compiled in the course packet (from a variety of sources). Required films are available on your course tablet. Due to the structure of the course, readings and films are assigned on a weekly basis, and you are expected to keep up with them. You will be expected to integrate the material from the readings into your field notes by making connections between the readings and your observations. All information included in the readings and on the films is fair game for exams. (FYI, Course Packet readings for ANTH 4020 students are optional for ANTH 2120H students.)

I have also compiled a packet of context readings that are available in digital form on your tablet. These readings correspond to, and are intended to supplement, the IFP stops. In some cases, this material will correspond with what you learn at the sites, and in other cases, it will provide a different perspective on the site. These are not required readings, but they do provide valuable contextual information related to the native people – historical and contemporary – and their representation across the North American landscape. Please draw upon these resources, as needed, to help you understand the culture and history along the way.

**Participation:** This is a field-based course, and as such you are expected to be fully engaged in course activities, including keeping up with the readings and films, engaging with the information available at IFP stops, being an active member of the IFP learning community, and developing your skills in observation.

**Observation:** Observations are the most basic 'data' of anthropology. In this course, you will systematically observe a cultural space, activity, or practice and record these observations as field notes. This can be nearly anything you encounter regularly on the IFP (e.g., campgrounds, signage at IFP sites, gas stations, etc.). You will use your field notes from these observations for your ethnographic analysis (part of your exams). To develop your skills in observation, make a deliberate effort to take in as much detail about the environment as possible without jumping to evaluations of how things 'should' be. At the same time, you may wish to take note of things that stand out as 'different' from your experience, expectations, norms, or values. Don't judge. Just notice them – and record them in your field notes in as much detail as possible. This is not an interview project. It is intended to help you develop your skills in observation and description.

**Field Notebooks:** Fieldwork is an essential component of all fields of anthropology. Learning to systematically record and critically reflect upon your field experiences is equally important. During the IFP, you will develop these skills through the practice of taking daily anthropological field notes. You will use these field notes to complete an ethnographic analysis of your experience.

Each day, you will be expected to write 1-2 pages of field notes daily. Field notes should be based on your observations and interactions. At least one page should be descriptive. The second page – or just a paragraph – should be reflective: comparing your observations, or linking them to readings or other course material.

**Exams:** There will be 4 exams for this course. Exams will be short answer and essay format and will be cumulative and synthetic, in that they will require you to draw upon examples and concepts learned in other sections of the course. Each exam will also ask you to draw upon readings, IFP activities, and the observations recorded in your field notes.

- Exam 1 (6/08/15) will cover the introductory material
- Exam 2 (6/29/15) will primarily cover biological anthropology and archaeology
- Exam 3 (7/13/15) will primarily cover cultural & environmental anthropology
- Exam 4 (7/29/15) will primarily cover cultural, medical, and linguistic anthropology

## Grades

Your grade will be calculated based on the following values:

Assignment	Value
Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Field Notebooks	25%
Participation/Discussion	15%
<b>TOTAL</b>	<b>100%</b>

Each assignment will be given a letter grade. Letter grades are assigned the following UGA values for the purposes of calculating the final grade.

A = 4.00 A- = 3.70	Represents work that demonstrates <b>exceptional</b> effort and a thorough mastery of the course material, as well as active and engaged participation. “A” work goes beyond the requirements of assignments to demonstrate a sophisticated understanding of concepts, critical thinking, analytical insight, and creativity in analysis.
B+ = 3.30 B = 3.00 B- = 2.70	Represents work that demonstrates <b>competence</b> and a sufficient understanding of course material, and regular participation in discussion or activities. “B” work fulfills the requirements of assignments and demonstrates an adequate understanding of key concepts and clear efforts to apply them in analysis.
C+ = 2.30 C = 2.00 C- = 1.70	Represents work that demonstrates <b>partial understanding</b> of course material, as well as infrequent participation in discussion or activities. “C” work demonstrates a basic understanding of key concepts with minimal application to analysis.
D = 1.00	Represents work that demonstrates an <b>inadequate understanding</b> of course material, lack of analysis, and little to no participation in discussion or activities. “D” work may indicate a failure to follow directions or instructor recommendations, or the failure to demonstrate personal effort or improvement. Work may be incomplete or poorly written such that it is not communicated clearly.
F = 0.00	Represents work that is unacceptable or missing altogether.

## Academic Honesty:

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**ANTH 4020 – INDIANS OF NORTH AMERICA**  
INTERDISCIPLINARY FIELD PROGRAM – SUMMER 2015

Instructor: Dr. Jennifer Jo Thompson, [jjthomp@uga.edu](mailto:jjthomp@uga.edu)  
Dr. Geoff Kelley, [ecoanth@gmail.com](mailto:ecoanth@gmail.com)  
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*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

**Course Description**

This course is intended as an introduction to the cultures of the original inhabitants of North America. Students will gain insight into the ways Native American cultures vary in time and space, as well as the historical, environmental, and evolutionary factors that cause them to vary. Students will gain basic knowledge, as well as the ability to think holistically, comparatively, and critically about human diversity. The course will provide students with knowledge of:

- The historical origins of Native American populations.
- The general characteristics of Native American cultures in multiple regions of North America at the time of first European contact.
- The impact of Euro-American contact on Native cultures.
- The reciprocal nature of the relationship between Native Americans and the environment.
- The nature of Native American life in the present-day.

You can think of this course as having two distinct components that are more or less interwoven: the field component in which you are visiting sites of geologic, ecologic, and/or anthropologic significance, and interacting with people across this country and with one another, and the thematic component in which you will develop your skills applying concepts across the four fields of anthropology (biological anthropology, archaeology, cultural anthropology, and linguistics) to your understanding of Native American cultures and history. Your job over the semester is to develop the skills to use what you are learning in the thematic component of the course to consider, interpret, and question what you experience in the field component of the course.

**Course Assignments**

**Course readings and films:** Required readings for this course include those compiled in the course packet (from a variety of sources). Required films are available on your course tablet. Due to the structure of the course, readings and films are assigned on a weekly basis, and you are expected to keep up with them. You will be expected to integrate the material from the readings into your field notes by making connections between the readings and your observations. All information included in the readings and on the films is fair game for exams.

NOTE: You are receiving the same course packet as students enrolled in ANTH 2120H. Because you are already familiar with introductory anthropology, you should find much of the material a review – although the particular examples may be new. You are

responsible for the 2120 material, as well as the additional readings for ANTH 4020 (from Sutton, 2012, *An Introduction to Native North America*). These additional readings are intended to provide a basic overview of the history of European contact with Native Americans, and general information about the native peoples in the regions you are visiting. These overviews are not intended to be comprehensive or specific to IFP sites.

I have also compiled a packet of context readings that are available in digital form on your tablet. These readings correspond to, and are intended to supplement, the IFP stops. In some cases, this material will correspond with what you learn at the sites, and in other cases, it will provide a different perspective on the site. These are not required readings, but they do provide valuable contextual information related to the native people – historical and contemporary – and their representation across the North American landscape. Please draw upon these resources to help you understand the culture and history along the way.

**Participation:** This is a field-based course, and as such you are expected to be fully engaged in course activities, including keeping up with the readings and films, engaging with the information available at IFP stops, being an active member of the IFP learning community, and developing your skills in observation.

**Observation:** Observations are the most basic ‘data’ of anthropology. In this course, you will systematically observe the presentation and representation of Native Peoples across the North American landscape, and you will record these observations as field notes. You will use your field notes from these observations for an ethnographic analysis (part of your exams). To develop your skills in observation, make a deliberate effort to take in as much detail about the presentation and representation of Native Peoples as possible without jumping to evaluations of how things ‘should’ be. At the same time, you may wish to take note of things that stand out as ‘different’ from your experience, expectations, norms, or values. Don’t judge. Just notice them – and record them in your field notes in as much detail as possible. This is not an interview project. It is intended to help you develop your skills in observation and description.

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**Exams:** There will be 4 exams for this course. Exams will be short answer and essay format and will be cumulative and synthetic, in that they will require you to draw upon examples and concepts learned in other sections of the course. Each exam will also ask you to draw upon readings, IFP activities, and the observations recorded in your field notes. Some questions will be the same as ANTH 2120H, others will be specific for ANTH 4020.

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<b>Wk</b>	<b>Date</b>	<b>Location</b>	<b>Topics</b>	<b>Reading/Video Assignments</b>
<b>1</b>	<b>6/3</b>	Meet at UGA 7:30 AM for departure, Ocmulgee NM	<b>Introduction to Anthropology</b> <ul style="list-style-type: none"> <li>• Introduction to Anthropology</li> <li>• Ethnographic methods and ethics</li> <li>• Classic ethnographic example &amp; practice</li> <li>• How to engage with cultural resource exhibits?</li> <li>• Archaeology Field Excursions: Ocmulgee; Shell Mounds</li> <li>• Cultural Anthropology Activity: Hog Hammock???</li> </ul> 4020 students Overview of Native Peoples of North America <ul style="list-style-type: none"> <li>&gt; Ocmulgee</li> <li>&gt; Shell Mounds</li> </ul>	<ul style="list-style-type: none"> <li>• Kottak Ch. 1, What is Anthropology?</li> <li>• Kottak Ch. 13, pp. 274-285 (top), Ethnographic Methods &amp; Ethics</li> <li>• Gibson (2013) A Template For Writing Fieldnotes: <a href="http://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/">http://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/</a></li> <li>• Miner (1956) Body Ritual Among the Nacirema (AA29)</li> <li>• Boast (2011) Neocolonial Collaboration: Museum as Contact Zone Revisited</li> </ul> 4020 students add: <ul style="list-style-type: none"> <li>• Sutton, pp. 4-24, 29-35 (top)</li> </ul> ** Context readings on Ocmulgee & Gullah Geechee Hog Hammock Community <a href="http://www.gpb.org/news/2015/01/14/gullah-geechee-series-part-one-exploring-sapelo-island">http://www.gpb.org/news/2015/01/14/gullah-geechee-series-part-one-exploring-sapelo-island</a>
	<b>6/4</b>	Arrive Sapelo Island; Lectures/Labs		
	<b>6/5</b>	Lectures/Labs/Excursions		
	<b>6/6</b>	Lectures/Labs/Excursions		
	<b>6/7</b>	Lectures/Labs/Excursions		
		<b>Exam 1: Introduction</b>		
<b>2</b>	<b>6/8</b>	<b>EXAM 1 in AM, rest of DAY OFF: Sapelo Island</b>	<b>Biological Anthropology</b> <ul style="list-style-type: none"> <li>• Hominids/Human Origins</li> <li>• Hominid Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Film: <i>Your Inner Monkey</i> (55min)</li> <li>• Film: <i>Ardipithecus</i> (9min)</li> <li>• Zimmer (2003) Great Mysteries of Human Evolution (AA3)</li> <li>• Gibbons (2009) A New Kind of Ancestor: Ardipithecus Unveiled (AA4)</li> </ul>
	<b>6/9</b>	Okefenokee Swamp, drive to Kolomoki Mounds, museum tour		
	<b>6/10</b>	Providence Canyon hike, drive to Mississippi		
	<b>6/11</b>	Mississippi River overlook, Poverty Point, drive to Texas		

		dinosaur trackway, drive to New Mexico	4020 students Native Peoples of the Southeast	4020 students add: <ul style="list-style-type: none"> <li>Sutton, pp. 307-321</li> </ul> ** Context readings on Kolomoki, Poverty Point, Carlsbad, and Santa Fe ** Optional Film: <i>HMI 2011 Lectures</i> (more detail) <ul style="list-style-type: none"> <li>Lecture 1: Human Evolution and the Nature of Science, segments 10-13 (11 minutes)</li> <li>Lecture 4: Hominid Paleobiology, segments 15-31 and 38-58 (60 min)</li> </ul>
		Guadalupe Mtns – McKittrick Cayon/Permian Reef, Carlsbad Caverns Bat Flight		
		Carlsbad Caverns Big Room Tour, drive to Santa Fe		
		<b>DAY OFF: Santa Fe, NM</b>		
		Drive to Chaco, Chaco Pueblo Bonito tour	<b>Archaeology</b> David Grant Noble	<ul style="list-style-type: none"> <li>(AA18) Bonnichsen and Schneider (2000) <i>Battle of the Bones</i> (Repatriation)</li> </ul>
	<b>3</b>	Chaco Pueblo Alto hike, drive to Mesa Verde	4020 Students Native Peoples of the Southwest	4020 Students add: <ul style="list-style-type: none"> <li>Sutton, pp. 189-201</li> </ul>
		Mesa Verde: cliff dwelling and mesa top tours, Four Corners geology		<ul style="list-style-type: none"> <li>Context readings on National Parks' Get Native Stories Wrong, Petrified Forest</li> </ul>
		Ghost Ranch tour, drive to Bandelier		
		Bandelier tour, Valles Caldera		
		Valles Caldera environmental project		
		Acoma Pueblo, Petrified Forest		
		Meteor Crater, drive to Grand Canyon south rim		
	<b>4</b>	Grand Canyon Bright Angel Trail mapping project and hike	<b>Cultural Anthropology:</b> <ul style="list-style-type: none"> <li>Modes of Production / Subsistence</li> <li>Environmental Anthropology</li> <li>Kinship, Descent, Marriage</li> <li>Gender</li> </ul>	<ul style="list-style-type: none"> <li>Whitney (2012 IFP CP) <i>Modes of Production</i></li> <li>Whitney (2012 IFP CP) <i>Kinship and Marriage</i></li> <li>Mascia et al. (2003) Editorial "Conservation and the Social Sciences"</li> </ul>
		<b>DAY OFF: Flagstaff, AZ</b>		

		Grand Canyon overlooks, Navajo Generating Station, Glen Canyon Dam	4020 Students add: • Mann (2002)	4020 Students add: • Mann (2002)
		Grand Staircase-Escalante, Bryce Canyon, drive to Zion		** Context readings on Grand Canyon, Navajo Generating Station, Glen Cyn Dam, Bryce Cyn, Zion.
		Zion: Angels Landing and The Narrows hikes		
		<b>Exam 2 in AM, Hurricane Fault, NIGHT OFF: Las Vegas</b>	Exam 2: Biological Anthropology & Archaeology	
		Death Valley, Owens Valley, Alabama Hills, Manzanar		• Hirabayashi (1994) "Concentration Camp" or "Relocation Center" What's in a Name?
		Long Valley Caldera, Horseshoe Lake, Mammoth Geothermal Plant		• Johnson (2014) "Fire Over Ahwahnee: John Muir and the Decline of Yosemite"
		Ancient Bristlecone Pines		• Film: <i>A Place Without People</i> (55min)
		Panum Crater, Mono Lake, Yosemite Tuolumne Grove hike	4020 Students add: • Sutton, pp. 143-165	4020 Students add: • Sutton, pp. 143-165
		Yosemite Valley - Glacial features, Vernal Fall hike		** Context readings on Native Peoples of Death Valley, Mono Lake, Yosemite, SF Bay, & Indian Gaming
		Western Metamorphic Belt, San Joaquin Valley, Point Lobos Reserve		
		San Francisco Bay area geology, earthquake hazards		

		<b>7/7</b>	<b>DAY OFF: San Francisco, CA</b>		
<b>6</b>		<b>7/8</b>	Point Reyes NS- Miwok village, McClure's Beach project	<ul style="list-style-type: none"> <li>• Religion &amp; Ritual</li> <li>• Native sovereignty, agency</li> <li>• Examining cultural relativism</li> </ul> <p><u>4020 Students</u></p> <p>** Native Peoples of the Plateau</p>	<ul style="list-style-type: none"> <li>• NPS article on Capt. Jack's Stronghold.</li> <li>• Deur (2002), "A Most Sacred Place"</li> </ul> <p><u>4020 Students add:</u></p> <ul style="list-style-type: none"> <li>• Sutton, pp. 100-109</li> </ul> <p>** Context readings on Coast Miwok, Modoc, Lava Beds, Tule Lake Internment Camp, Cpt Jack's Stronghold, Crater Lake, and the Museum at Warm Springs.</p>
	<b>7/9</b>	drive to Tulelake			
	<b>7/10</b>	Lava Beds: Captain Jack's Stronghold, explore lava tubes			
	<b>7/11</b>	Tulelake Wildlife Refuge; Crater Lake			
	<b>7/12</b>	Warm Springs Museum, Wildwood			
		<b>7/13</b>	<b>Exam 3 in AM; Multnomah Falls, Bonneville Dam</b>	Exam 3: Cultural Anthropology	
<b>7</b>		<b>7/14</b>	Mount St. Helens hike		
		<b>7/15</b>	<b>DAY OFF: Portland, OR</b>		
		<b>7/16</b>	Dry Falls, drive to ID	<ul style="list-style-type: none"> <li>• Social inequality</li> <li>• Race &amp; Class</li> <li>• Immigration</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Gravlee (2009) "How Race Becomes Biology: Embodiment of Social Inequality" (AA8)</li> <li>• Holmes (2006) "An Ethnographic Study of the Social Context of Migrant Health in the US"</li> <li>• FILM: <i>Food Chains</i></li> </ul>
	<b>7/17</b>	Couer d'Alene Basin environmental project			
	<b>7/18</b>	drive to Glacier NP, Going to the Sun Road			
	<b>7/19</b>	Glacier – Highline Loop hike			



