



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, & Social Sciences

COURSE: ANT 1000 Introduction to Anthropology

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: s1 900n

CATALOG DESCRIPTION:

This course is designed as a general anthropology course. The intent is to provide the student with a systematic and comprehensive coverage of basic concepts, principles and terminology; in both physical and cultural anthropology. Multicultural issues are examined. Considers human origins and human evolution and the evolution of non-human primates. Also briefly surveys the major subfields of anthropology: cultural, physical, archaeology, and linguistics.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

Outcome 1: Demonstrate knowledge of the four major sub-fields of anthropology and how this results in anthropology being holistic

1:a Students will be able to distinguish the four major sub-fields from each other and the contributions of each

1:2 Students will be able to compare/contrast each sub-fields methods and techniques

1:3 Students will be able to demonstrate an understanding of how these majors sub-fields work together to make anthropology a unique science

Outcome 2 : Compare and contrast theories of human origin and be able to identify early human and hominid remains and identify living primates

2:a Students will be able to effectively argue for and against the creationist and evolutionist debate

2:b Students will have knowledge of how the physical environment impacts human development

2:c Students will demonstrate an understanding of how genetics play a role in evolution

2:d Students will be able to explain the role of natural selection

2:e When presented with skulls and other such physical evidence of non-human primates and humans students will be able to appropriately identify each and show the appropriate sequential order

2:f Students will demonstrate knowledge of the various primates by being able to identify the two sub-orders of primates and by distinguishing between old world and new world primates

2:g Students will be familiar with the size, living patterns and geographical location of the major primate groups

Outcome 3: Students will understand that "Race" does not exist as a biological concept and will be able to distinguish between race as a cultural construct and ethnicity

3:a Students will be able to argue the position that Race is not a biological concept

3:b Students will be able to articulate the difference between race and ethnicity

3:c Students will apply the various theories that explain how the physical environment has likely contributed to causing the various skin colors and how it has affected other such external features like eyes, nose, and hair

Outcome 4: Students will be able to compare and contrast various cultural traits such as religion, subsistence patterns, and political systems

4:a Students will demonstrate knowledge of various religious practices

4:b Students will be able explain the various types of subsistence patterns and the corresponding political system

4:c Students will effectively be able to discuss where and why the first human civilizations occurred and the outcomes of such

Outcome 5: Students will compare and contrast various family and marriage systems around the globe and analyze their own ideas, thoughts as to what marriage and family is.

5:a Students will show knowledge and understanding that the "nuclear family" is not universal

5:b Students will be able to demonstrate knowledge of the various kinship patterns and how they vary cross-culturally and historically

5:c Students will develop an understanding of the need to be tolerant and to practice "cultural relativism" when viewing other societies.

Outcome 6: Students will demonstrate knowledge of the gender socialization process

6:a Students will be able to express how ideas about gender differ around the globe

6:b Students will be able to discuss how the gender socialization process occurs and why it might be different elsewhere

Outcome 7: Students will develop a global view and be able to demonstrate knowledge on the effects of globalization

7:a Students will participate in an international module requiring them to research a region within the world - they must be able to discuss their findings and demonstrate geographical knowledge of the region they studied

7:b Students will be familiar with and appropriately use terms such as globalization, diffusion, assimilation, amalgamation and colonialism.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	3, 4, 5, 6, 7
Second Goal	
To construct a critical awareness of and appreciate diversity.	2, 3, 4, 5, 6, 7
Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	1, 3, 4, 5, 6, 7

COURSE TOPICS AND CONTENT REQUIREMENTS:

Understanding anthropology and its sub-fields
 Non-human and Human evolution
 The emergence of civilization
 Subsistence patterns and political systems
 Culture: religion, race, ethnicity, gender, marriage and kinship systems
 Globalization and the changing work

****Note that these various course topics and content will predominately focus upon non-western nations, and will incorporate western cultures through a comparative focus. Depending upon the Text selected, various cultures of Africa, Asia, S. and central America, and the SE Pacific will be examined throughout the course discussion.**

INSTRUCTIONAL METHODS:

- Lecture
- Class Discussion
- Audio Visual Aids (films, movies CD Rom)
- Interactive Web Site (part of the text)
- Hands on skull and bone identification
- Collaborative group projects (optional)
- Charts, Maps
- Collaborative group work
- Guest Lectures (optional)
- Student Project (optional)

INSTRUCTIONAL MATERIALS:

Various texts and academic articles

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

1. Weekly assignments or quizzes, Exams (to include essay questions)
2. Group projects
(Examples)
 - a. Journal reviews
 - b. Creative activities
 - c. Research paper (cumulative writing assignments to total 12-15 pages)
3. Regular attendance
4. Class participation/Discussion
5. Collaborative group work (in and out of classroom)
6. Oral presentations

OTHER REFERENCES

"The Human Species" J. Relethford

"Anthropology" C. Ember, M. Ember, and P. Peregrine

"Images of the past" T. Price and G. Feinman

"Humanity, An Introduction to Cultural Anthropology" J. Peoples and G. Bailey

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																
Outcome #1 Demonstrate knowledge of the four major sub-fields of anthropology and how this results in anthropology being holistic		X						X	X										X								X					X
Competency 1:1 Students will be able to distinguish the four major sub-fields from each other and the contributions of each		X						X	X											X							X					X
Competency 1:2 Students will be able to compare/contrast each sub-fields methods and techniques		X						X	X											X							X					X
Competency 1:3 Students will be able to demonstrate an understanding of how these majors sub-fields work together to make anthropology a unique science								X	X											X							X					X

