

**ANTH 150 (62022): HUMAN ADAPTATION**  
 (3 credits)  
**MW 5:30-6:55pm, Palana 227**  
**Spring 2008**

**INSTRUCTOR** Pamela DaGrossa  
**OFFICE** Na‘auao 125  
**OFFICE HOURS** MW 9:15-10:15am, 4:15-5:15pm; TR 9:30-11:00am, 2:00-2:45pm; and by appointment  
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**WCC MISSION STATEMENT**

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

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**WCC DISABILITIES ACCOMMODATION POLICY**

If you have a physical, sensory, health, cognitive, mental health, or other disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale ‘Ākoakoa 213 for more information.

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**CATALOG DESCRIPTION**

*Examines human variation, physical and cultural, for its survival value, from prehistoric to contemporary times. Considers how the four subfields of anthropology (cultural, physical, linguistic, and archaeological) contribute to a holistic understanding of human differences across space and time. (3 hrs. lect.) WCC:DS*

In other words, this class will consider how anthropologists examine the WHOLE of the human condition. In particular, we will look at what the four major subfields of anthropology – cultural anthropology, physical anthropology, archaeology, and linguistics – have to say about variation in humans across space and time.

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**STUDENT LEARNING OUTCOMES**

This course intends to assist students in developing competency to

1. describe the concerns and general approach(es) of each of the four subfields of anthropology -- cultural anthropology, physical anthropology, archaeology, and linguistics – and explain how they interact;
2. use basic terminology appropriate to the four subfields of anthropology;
3. apply key anthropological perspectives and approaches to real-world examples;
4. identify the major biological and cultural factors that influence human evolution;
5. describe basic archaeological approach to excavation;
6. explain the processes of heredity, variation, and natural selection involved in human evolution;
7. trace the evolutionary record from human ancestors to contemporary humans;
8. demonstrate an appreciation for the diversity of the Order Primates, in terms of biology and behavior;
9. discuss the relationship(s) among human biology, culture, and environment;
10. research and write a paper addressing some thesis, topic, or research question, utilizing appropriate sources and in a proper academic format (including proper citations).

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**TEXTBOOKS**

Park, M. A. (2006). *Introducing Anthropology: An Integrated Approach* (3e).  
 Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*.

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**COURSE REQUIREMENTS**

(ACTIVITIES *REQUIRING OUT-OF-CLASS TIME* ARE IN ITALICS)

**Readings.** You must read the assignments from the textbooks and any additional articles before the class for which they are due. **Reading Preparation forms** are to be completed for articles and Ishmael assignments (ex: 1 form for assignment of Parts 1-2).

**Anthropology in the News.** During the first two weeks of each unit (4 total), you will find one recent news item or article (from the newspaper, magazines, or the Web) related to anthropology. For each you will complete and attach an Anthropology in the News Form and submit them to the instructor for use in class.

**Tests.** One test will be given after every four units across the semester. Tests will include multiple choice and short answer-type questions. The final test (#4) will be given at the final exam time, but it is not cumulative. The Knowledge Survey serves as your study guide. Fridays are a good time to bring up question that you feel were not adequately addresses in class (i.e., that you don't yet understand).

**Research paper.** You will write one 4-5 page research paper (topic proposal, outline, draft, and final versions) on a topic related to the content and/or concepts covered in this course. You must gain approval of your topic from the instructor (note the deadlines in the schedule).

**Attendance & participation.** Attendance and participation are required. An anthropology class is most useful and enjoyable when good discussions take place, both in large and small groups. If you are not comfortable speaking spontaneously, bring written questions, comments, or outside materials to share in class.

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**EXTRA CREDIT**

You may receive up to 20 total extra credit points by writing an entirely original 1-2 page response paper (your reactions, thoughts, analysis, etc.) for cultural events (3), films relevant to the topics and concepts discussed in class (2-3), WCC Common Book and Women's History Month talks, and WCC skills-related workshops (3). A list of films is provided on my Web site. Extra credit papers may be submitted in class or by e-mail.

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**EVALUATION**

To calculate your own grade: Your Points ÷ Possible Points = Your Grade

Attendance (27)	8%	27
Participation (15)	5%	15
Reading Preparation Forms (11 articles x 2 + 7 <i>Ishmael</i> x 2 = 36)	11%	36
Anthropology in the News (4 x 10 points = 40)	13%	40
Tests (4 x 40 = 160)	50%	160
Research Paper (40)	13%	40
<b>TOTAL POSSIBLE POINTS</b>	<b>100%</b>	<b>318</b>

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**COURSE POLICIES**

**Attendance.** A good Cultural Anthropology course requires full participation of the instructor *and* the students. This class will be enriched by your presence and participation. You receive credit for attending; please sign in each day.

**Punctuality.** Please be on time so as not to disrupt class. Repeated lateness will lower your participation grade.

**Preparedness.** All class assignments are to be done *before* class begins to receive full credit. You are advised to take notes and bring any questions or comments to class. Good notes will help you tremendously on the exams. Use the key concepts listed in your syllabus to help you organize your notes. Take advantage of Web quizzes and resources included with your textbook.

**Classroom etiquette.** Doing anthropology requires good listening skills, demonstration of respect for others, and seeing things from others' points of view. Please maintain an atmosphere that is comfortable, professional, and polite. Please turn off all cell phones during class.

**Make-up work.** Tests cannot be made up except in the case of a *documented* emergency. Instructor approval is required for all late tests, which will be given in the TLC. Assignments submitted late, without prior approval, will receive lower grades.

**Writing.** Anthropology requires good writing skills (grammar, spelling, organization, expression). If you are not confident in your writing ability, please obtain feedback on your work before turning it in. I encourage you to utilize The Learning Center and its resources, as well as the expertise of library staff. I am available to assist with writing and language issues. Plagiarism will earn in zero points on the assignment.

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**SCHEDULE OF CLASSES**
P = Park's *Introducing Anthropology*; I = *Ishmael*

NOTE: All articles are available on the website.

Week		Assignments due	Topic & Key Concepts
1	1/28 1/30	-- Secrets of Haiti's (Del Guercio) P Chapter 1	<b>What is Anthropology?</b> fieldwork, 4 subfields of anthropology (biological anthropology, cultural anthropology, linguistic anthropology, archaeology), holistic, species, culture, artifact, Hutterites
2	2/4 2/6	P Chapter 2 Report Reignites (Wilford) I parts 1-2 <b>1<sup>st</sup> Anth in the News due</b>	<b>Methods of Inquiry</b> science, scientific method, hypothesis, induction, deduction, theory, pseudoscience, ethics
3	2/11 2/13	P Chapter 3 Blood, Genes... (Diamond) I parts 3-4	<b>Evolution</b> evolution, inheritance of acquired characteristics, fossils, natural selection (vs. artificial selection), genes, alleles, dominant/recessive/codominant, phenotype, genotype, homozygous/heterozygous, gametes, adapt, ecology, ecosystem, proteins, amino acids, DNA, RNA, strata, gene pool, chromosome, gene flow, genetic drift (fission, gamete sampling), speciation, macromutation <b>Ishmael Discussion parts 1-4</b>
4	2/18 2/20	<i>Presidents' Day – no classes</i> P Chapter 4	<b>Humans as Primates</b> taxonomy, hominids, paleontology, cladistics, homo sapiens, nocturnal/diurnal, stereoscopic vision, prehensile, opposable thumb, brachiating, quadruped/biped, dependency, dominance hierarchy, grooming, arboreal
5	2/25 2/27	-- P. Chapter 5 I Parts 5-6	<b>TEST#1</b> (covers chapters 1-4, articles, <i>Ishmael</i> parts 1-4) <b>Primate Anatomy</b> prognathism, savanna, hand axe, bifacial, Plesitocene, glaciers, haft
6	3/3 3/5	P. Chapter 6 Bonobo Sex & Soc. (de Waal) <b>2<sup>nd</sup> Anth in the News due</b>	<b>Reproduction in Primates</b> ovulation, estrus, olfactory, menstruation, sexual dimorphism, apocrine glands, pheromones, gender, folk taxonomy, marriage, nuclear family, incest taboo, endogamy, exogamy
7	3/10 3/12	P. Chapter 7 I parts 7-8 <b>Bring 5 research paper ideas</b>	<b>Development of the Capacity for Culture</b> symbol, ecofact, protocultural, R-complex, limbic system, neocortex, worldview, codify, polytheistic, monotheistic
8	3/17 3/19	P. Chapter 8 I parts 9-10	<b>Human Variation: Diversity and Race</b> subspecies, race, cline, semi-species, polymorphisms, melanin, melanocytes, racism, diffusion
3/24-28		<i>Spring Recess – no classes</i>	
9	3/31 4/2	-- P. Chapter 9 Life in the Provinces (Smith) I parts 11-12	<b>TEST #2</b> (covers chapters 5-8, articles, <i>Ishmael</i> parts 1-10) <b>Subsistence: Getting Food</b> subsistence pattern, hunter-gatherer (foraging), horticulture, pastoralism, agriculture, industrialism, nomadic/sedentary, social stratification, egalitarianism, infanticide, monogamy/polygamy (polygyny, polyandry), civilization, money, generalized reciprocity, balanced reciprocity, market system, rank, class, caste <b>Ishmael Discussion parts 8-12</b>

10	4/7 4/9	P. Chapter 10 The Visit (Geertz) <b>3<sup>rd</sup> Anth in the News due</b>	<b>Group Organization</b> ethnocentrism, kinship, polygamy (polyandry, polygyny), extended family, nuclear family, descent line, bilateral, unilineal, patrilineal, matrilineal, cross/parallel cousins, age sets, men's associations, political organization (band, tribe, chiefdom, state)
11	4/14 4/16	I parts 11-13 P. Chapter 11 Anth Dates Maui Heiau (Wilson) Article TBA	<b>Archaeology: Our Material Things</b> artifacts, historical archaeology, ethnographic archaeology, forensic archaeology, experimental archaeology, test pit, relative dating, absolute dating, radiometric, carbon dating, half-life, potassium/argon dating, bulb of percussion, pressure flake, Acheulian, Levallois, Mousterian, microliths
12	4/21 4/23	P. Chapter 12 Language Training (Savage-R)	<b>Communication: Language</b> language, displacement, productivity, arbitrary, phoneme, morpheme, syntax, descriptive linguistics, endocasts, cognates, historical linguistics, ethnosemantics, sociolinguistics
13	4/28 4/30	-- P. Chapter 13 & 14 Price of Progress (Bodley)	<b>TEST #3</b> (covers chapters 9-12, articles, <i>Ishmael</i> ) <b>Keeping Order</b> religion, legal systems, shaman, priest, magic, sorcery, witchcraft, supernatural <b>Culture Change</b> discovery, invention, diffusion, syncretism, acculturation, revolution, stimulus diffusion, classical evolution, unilinear evolution, "diffusionism," Kulturkreise ("culture circle")
14	5/5 5/7	P. Chapter 15 Drunk Monkeys (Small) P. Chapter 16 <b>4<sup>th</sup> Anth in the News due</b>	<b>Evolution of Human Behavior</b> co-wife resentment, endocannibalism, altruism, biological determinism, cultural determinism, kin selection, sociobiology, evolutionary psychology, behavioral ecology <b>Anthropology in Today's World</b> carrying capacity, contingency, emerging disease
<b>Mon, 5/12</b>	<b>4:30-6:20pm</b>		<b>TEST #4</b> (covers chapters 13-16, articles, overall ideas)