

ANTHROPOLOGY 101.04 (10302)

Introduction to Anthropology

Fall 2025

12:15-1:30 pm, ECTR 114

Dr. Hector Qirko
Office hours: MW 10:00-12:00,
TR 1:45-2:45

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General course goals and student learning outcomes (SLOs) - Upon successful completion of the course, you should be able to:

- demonstrate basic knowledge of anthropology's fundamental theory, methods, major sub-fields, and most important findings;
- use an anthropological perspective to better understand and explain patterns in human similarities and differences;
- apply an anthropological perspective to the understanding and addressing of human problems; and
- more objectively and critically evaluate anthropological (and other) data and arguments.

Multicultural Understanding and Global Citizenship (MUGC) SLOs - ANTH 101 meets your graduation requirement to take a three-hour MUGC course with an international focus. As such, upon its successful completion, you should also be able to:

- describe how concepts of identity have evolved over time and intersect with each other in different societal structures.
- identify and analyze the material consequences of social hierarchies in relation to historical and global contexts.

As MUGC-related materials will recur throughout the course, these SLOs will be assessed in portions of the three course exams.

General Education SLOs - ANTH 101 is also one of the courses approved to satisfy three of the six credits of social science that you are required to complete for the General Education (Gen-Ed) curriculum. The Gen-Ed Social Science Learning Outcome is "critical thinking," and upon successful completion of the course, you should also be able to:

- conduct or provide analyses or interpretations to substantiate claims – more specifically, you should be able to:
 - identify or frame a claim or assumption requiring evidence or support;
 - use appropriate evidence to support an analysis or claim; and
 - reach a clear and well-supported conclusion.

Therefore, in addition to our recurring work on these skills, a graded essay question on Exam 3, by means of which you critically evaluate an assumption about human similarities and differences using materials you have learned in the course (worth 10% of your exam grade), will be used for Gen-Ed assessment purposes.

Course structure

Class periods will consist of lectures, discussion of topics and readings, and occasional videos.

Graded work

Exam I	25%
Exam II	25%
Exam III	30%
Issue analysis I	10%
Issue analysis II	10%
Extra credit quizzes	5%

Grade scale

A 92-100%; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; F 59 or below.

Textbook

Anthropology: Appreciating Human Diversity, by Conrad Phillip Kottak. McGraw Hill, **2025 Release Edition**, available for purchase or rent in various formats.

NOTE: This course is part of the College's course material delivery program, [Cougar Complete](#). The College of Charleston Bookstore provides each student with a rental package for physical books and any digital materials that have been integrated into OAKS. You were automatically enrolled in this program when you registered for classes, unless you chose to opt out. However, you cannot opt in or out of classes individually, but must decide for all your classes each semester.

You should have received an email from the bookstore confirming your materials and asking you to select how you would like to receive them. If you haven't done so already, please make sure you select your fulfillment preference through that email or the Cougar Complete link so the bookstore can prepare your materials.

Additional readings

All additional required readings and other materials will be available via internet links listed in this syllabus (see below the course outline, page 6). You are expected to read assigned textbook sections and read/view additional materials prior to class periods for which they are assigned. Please let me know of any broken links or other access issues as soon as you encounter them.

Exams (9/18, 10/28, 12/4)

There will be three in class, short identification exams designed to ensure course engagement and understanding of materials covered in the lectures, textbook, additional materials, and class discussion. In addition to fundamental terms, concepts and illustrations, you will be expected to identify specific research as emphasized in lecture material. Exams are for the most part not cumulative, and study guides will be provided prior to each. Exams missed due to excused and documented absences can be made-up at the end of the semester, dates and location TBA.

Issue analyses (10/7, 11/25)

You will submit two 4-5 page (double-spaced, 12pt font) analyses of current issues in anthropology. For each assignment, three academic sources will be identified, summarized, and analyzed in terms of their relevance to one issue or debate. A list of potential issues will be provided, although you may also propose one from outside the list. You may not use the same issue for both assignments. Your sources must be academic journal articles (if you're not sure

what that means, watch [this short video](#)) or other equally authoritative sources that report primary research (e.g., that was conducted by the authors themselves), and not magazines, encyclopedia entries, news articles, or other research summaries or reviews. You may submit drafts prior to due dates for content and editorial feedback (make sure to allow for sufficient time to receive responses, however).

NOTE: You may collaborate with one other student in the class on this assignment. More details will follow in class and in guidelines posted on our course OAKS site.

Engagement quizzes (TBA)

In order to encourage consistent attendance, timely reading/viewing of course materials, and class discussion, there will be ten extra credit short quizzes given at the beginning of selected class periods. Answering each correctly will earn you ½ of one course point (in total, a maximum of 5 points added on to course grade). Questions will be drawn either from readings and links assigned for the day of the quiz or from the previous class meeting's materials or discussion.

Class participation

Class engagement and participation are essential for success in this course, as much of the material on exams will stem directly from lectures and class discussion. While daily attendance will not be taken, you are responsible for all information disseminated and discussed in the class. If you must miss a class, obtain notes from classmates and feel free to email or meet with me to go over them prior to the relevant exam. I will not provide lecture notes, although I will upload power point content, study guides, and other relevant material to our course OAKS site.

For absences that require documentation (exam and assignment due dates, as well as extended absences related to health, personal or emergency situations), please note that you are responsible for documenting and reporting reasons for absences by email or in person. Also remember that the [Student Health Office](#) is always available as needed.

Special needs

If you have (or think you might have) a documented disability that may impact on your work in this class and for which you may require accommodations, contact an administrator at the [Center of Disability Services](#) (email: snap@cofc.edu; phone: 843-953-1431; location: Lightsey Center 104). Accommodations will require a Professor Notification letter (PNL) from you and will be approved early in the semester and not during or after exam periods or assignment due dates. Please feel free to discuss related issues with me at any time during office hours or by appointment. Additionally, whether or not you have a documented disability, let me know about anything that can make navigating and learning course materials easier for you.

Student support resources

There is a new site that provides resources to help with many issues that can come up as related to technology, career planning, health and wellness, and much more. It's accessible by clicking the "More" tab at our OAKS course home page. Also always feel free to discuss any issues with me if you want additional input.

Honor code

Violations of the honor code will be taken seriously. If you need reminding, you can find the complete code and all related processes in the [Student Handbook](#). Obviously, lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Any acts of suspected academic dishonesty will be reported to the Office of the Dean of Students and addressed through the conduct process.

Generative artificial intelligence (AI) tools may be used for brainstorming, outlining, and generating ideas about a topic. However, they may not be used as a cited source or as a substitute for your own writing in your submitted work. Because plagiarism is sometimes an unintentional infraction, I recommend that you refer to this Elsevier [fact sheet](#) to make sure you know what errors to avoid. And because the use of AI tools is further complicating this issue, use the content of this [video](#) by Brian Doak as a guide for what I expect from you regarding these tools in this course. Don't hesitate to contact me with any doubts or questions you may have.

Inclement Weather or other substantial interruptions

If in-person classes are suspended, I will let you know as soon as possible my plan to keep the class going. Whatever that entails, you will need a computer equipped with internet access.

Additional resources

Any problems with any aspect of the course, don't hesitate to meet with me. Also, there are many good online articles on critical skills that can help you navigate this course and others. For example:

[Critical/objective thinking](#)

[Active reading](#)

[Critical reading](#)

[Effective writing](#)

And don't forget the Writing Lab in the [Center for Student Learning](#) (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 843.953.5635.

As members of the College of Charleston community, we affirm, embrace and hold ourselves accountable to the core values of integrity, academic excellence, liberal arts education, respect for the individual student, diversity, equity and inclusion, student centeredness, innovation and public mission.

COURSE OUTLINE

(Subject to revision; listings refer to our text as Kottak [or K]; numbered links are found below this course outline.)

8/19	Introduction to course	
8/21	Introduction to anthropology	[Kottak chpt 1, Link 1]
8/26	Concept of culture & methods	[Kottak 2, 13 (pp 271-280), Link 2]
8/28	Evolutionary theory in anthropology	[Kottak 5, Links 3a, 3b]
9/2	Methods for studying the past	[K4, Link 4]

9/4	Early hominins	[K8, Link 5]
9/9	Genus Homo	[K9, Links 6, 7, 8]
9/11	Modern humans	[K10, Links 9, 10, 11a, 11b]
9/16	Videos and discussion	
9/18	Exam 1	
9/23	primates	[K7, Links 12, 13, 14]
9/25	Language and communication 1	[K14, Link 15]
9/30	Language and communication 2	[Links 16a, 16b, 17]
10/2	Race and human variation 1	[K6, Link 18]
10/7	Race and human variation 2	[K15, Link 19, analysis 1 due]
10/9	Domestication	[K11, Links 20, 21]
10/14	Fall Break	
10/16	Complex societies	[K12, Link 22]
10/21	Subsistence & economy	[K16, Links 23, 24]
10/23	Videos and discussion	
10/28	Exam 2	
10/30	Kinship	[K19, Links 25, 26]
11/4	Marriage & family	[K20, Link 27]
11/6	Gender	[K18, Links 28, 29]
11/11	Meaning systems	[K21, Link 30]
11/13	Political and legal systems	[K17, Link 31]
11/18	Expressive culture	[K22, Link 32]
11/20	Globalization (+ Americas supplement)	[K24, Link 33, 34]
11/25	Applying anthropology	[K3, Link 35, 36, analysis 2 due]
12/4	Exam 3 (1:00-3:00 pm)	

INTERNET LINKS

(As listed by number in outline above)

1. Sapiens trivia- read the first 20 entries (at least). Follow up one entry by reading the article linked to it

<https://www.sapiens.org/trivia/>

2. Jan Chipchase- Anthropology of mobile phones (but way back in in 2007...)

<https://www.youtube.com/watch?v=Qn2NR901NMY>

3a. 10 misconceptions about evolution

https://nautil.us/10-misconceptions-about-evolution-1183733/?_sp=636910ac-0153-409e-95db-cabc6a0a7eb0.1750346726185

and

3b. 5 signs humans are still evolving

<https://mentalfloss.com/article/30795/5-signs-humans-are-still-evolving>

4. What did ancient people eat? Scientists find new clues in old pottery

<https://knowablemagazine.org/article/society/2021/what-did-ancient-people-eat>

5. The Analysis of *Ardipithecus ramidus*--One of the Earliest Known Hominids (9.59 min)

<https://www.youtube.com/watch?v=tcrywnrwMyI>

6. Cracking the coldest case: How Lucy died (6.55 min)

<https://www.youtube.com/watch?v=ODuZsLQ5ZgQ>

7. 'Fossils Shed New Light on Small 'Hobbit-Like' Humans That Lived on a Remote Island

<https://www.smithsonianmag.com/smart-news/fossils-shed-new-light-on-small-hobbit-like-humans-that-lived-on-a-remote-island-180984854/>

8. We carry DNA from extinct cousins like Neanderthals. Science is now revealing their genetic legacy

<https://apnews.com/article/neanderthals-denisoans-genetics-dna-disease-e49cb7d939cfe5d583e7ed0af8751784>

9. Did Neanderthals make art? (also scroll down to short video)

<https://www.sapiens.org/archaeology/did-neanderthals-make-art/>

10. Who were the Denisovan humans?

https://www.youtube.com/watch?v=EWaREXA8_fE

11a. Humans left Africa to hook up with Neanderthals earlier (and more often) than thought

<https://www.iflscience.com/humans-left-africa-to-hook-up-with-neanderthals-earlier-and-more-often-than-thought-75077>

and

11b. Oldest human genomes reveal how a small group burst out of Africa

<https://www.nytimes.com/2024/12/12/science/oldest-human-genomes-lrj-neanderthals.html?smid=nytcore-ios-share&referringSource=articleShare>

12. Chimp memory beats humans'(video 3.58)

https://www.youtube.com/watch?v=C18jtrWYQio&ab_channel=MaikelAkkermans

13. Vine or branch in hand, gorillas and chimps are emboldened to attack their reflection in a mirror (6.54 min)

<https://www.youtube.com/watch?v=3y4uoxqz2Ts>

14. Chimpanzee cultures in wild populations explained by Christophe Boesch (video 14.37 min)

<https://www.youtube.com/watch?v=IP9zQuaayWM>

15. What our language habits reveal – Steven Pinker (video 17.15 min)

https://www.ted.com/talks/steven_pinker_what_our_language_habits_reveal

16a. A new effort in Argentina seeks to make Spanish nouns gender neutral (2019, audio 4 min)

<https://www.npr.org/2019/12/08/786135746/a-new-effort-in-argentina-seeks-to-make-spanish-nouns-gender-neutral>

BUT also see:

16b. Argentina broadens ban on gender-inclusive language (2024)

<https://hr.economictimes.indiatimes.com/news/industry/argentina-broadens-ban-on-gender-inclusive-language/108107643>

17. Endangered languages: why it matters – Mandana Seyfeddinipur (video 17.12 min)

https://www.youtube.com/watch?v=D7HZOsQYx_U&t=4s

18. The myth of race, debunked in three minutes

<https://www.youtube.com/watch?v=VnfKgffCZ7U>

19. What is ethnicity? (10.26 min)

<https://www.youtube.com/watch?v=E1AY95Z64gg>

20. Ancient DNA continues to rewrite corn's 9,000-year society-shaping history

<https://www.si.edu/newsdesk/releases/ancient-dna-continues-rewrite-corns-9000-year-society-shaping-history>

21. Nutrition and health in agriculturalists and hunter-gatherers (NOTE: just the article, no need to read the commentaries)

<https://www.proteinpower.com/nutrition-and-health-in-agriculturalists-and-hunter-gatherers/>

22. Emergence of complex societies (video, 5.59 min)

https://www.youtube.com/watch?v=RMK_FwQHPhQ

23. How hunter-gatherers preserved their food sources

<https://www.sciencedaily.com/releases/2016/02/160217145739.htm>

24. A (Tibetan) nomad's life video (9.38 min)

<http://www.youtube.com/watch?v=6lycmTmNCBI>

25. Mother love

<https://newint.org/features/1994/04/05/mother>

26. Fictive kinship: Social bonds beyond blood and marriage

<https://sociology.institute/sociology-of-kinship/fictive-kinship-social-bonds-beyond-blood-marriage/>

27. U.S. marriage rates hit new recorded low

<https://www.jec.senate.gov/public/index.cfm/republicans/2020/4/marriage-rate-blog-test>

28. Youth voices - Global Early Adolescent Study (video 7.15 min)

<https://www.youtube.com/watch?v=5Iu5iptX8il>

29. German court rules in favor of third gender category

<https://www.reuters.com/article/us-germany-gender/german-court-rules-in-favor-of-third-gender-category-idUSKBN1D82B3/>

30. In pursuit of the Siberian shaman (video 9.24 min)

<https://www.youtube.com/watch?v=Kd4ylTSUQjQ>

31. Indigenous peacemaking (video 13.27 min)

<https://www.youtube.com/watch?v=mEtwhvtDwWQ>

32. Who gets to define Native American art?

<https://www.smithsonianmag.com/smithsonian-institution/who-gets-to-define-native-american-art-180979968/>

33. SUPPLEMENT: Peopling of the Americas

<https://apnews.com/article/mastodon-giant-sloth-megafauna-americas-ancient-humans-3c21c77cd108c5bfcd8d8c87195c4c8>

34. Globalization and decolonizing anthropology

<https://www.youtube.com/watch?v=bZzlhV6O2XE>

35. Profile of Carroll Behrhorst

<https://aldeaguatemala.org/who-we-are/dr-carroll-behrhorst-founder/>

36. Sarah Pink @ Why the world needs anthropologists (video 25 min)

<https://www.youtube.com/watch?v=xrRPu3kE-G0>