

Anthropology I: Uncovering Human Mysteries

COURSE DESCRIPTION

Anthropology I: Uncovering Human Mysteries

“Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess.” Margaret Mead

The aim of anthropology is to use a broad approach to gain an understanding of our past, present and future, and in addition address the problems humans face in biological, social and cultural life. This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student’s active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Studying Humans: What Anthropologists Do

Anthropology is the fascinating study of what it means to be human. It is the only science concerned with the entire range of human existence. Anthropologists want to know who we are, how we came to be that way, and what we will be like in the future. Anthropology rests on the assumption that we must study the ways of life of all human beings, past and present, to fully understand our species. The single most important idea in anthropology is the concept of culture. Culture is the entire way of life of a group of people. Some anthropologists study present-day cultures. Some study human languages. Other anthropologists, called archaeologists, study past cultures from the things that people have left behind. Still other anthropologists study human origins, evolution, and the physical traits of modern humans. Anthropologists work as college professors or in nonacademic jobs. Many anthropologists are hired by major corporations, which is why anthropology is considered to be a “hot career.” Majoring in anthropology in college is also good preparation for careers in other fields, including government service, law, and medicine.

Learning Objectives

- Describe anthropology, and explain why it is holistic.
- Define culture, and explain how anthropologists learn about other cultures.
- State why anthropology is a science and how it differs from other social sciences.
- Identify the focus of each of the four subfields of anthropology.
- Explain why anthropology is important, especially in today’s world.
- Describe some careers in anthropology and the value of anthropology training.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Culture & Language: Why Humans Are Special

Culture is the entire way of life of a group of people. All human cultures have similarities, called cultural universals. Culture includes the goods people make, the ways people organize themselves and interact with one another, what they believe and value, and the art they create. Language is the single most important component of culture because much of the rest of culture is shared through language. Human language has several traits that make it different from nonhuman animal communication. Language is not just a powerful means of communication. It also influences how we think.

Learning Objectives

- Define culture, and list cultural universals.
- Give examples of material, social, and ideological culture.
- Explain why art is an important part of culture.
- Identify ways that people acquire culture.
- List traits of human language.
- Outline the origin of human language.
- Describe modern human languages.
- State how language influences thought.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Human Evolution: How We Got Here

Evolution is a change in a population’s traits over time. It occurs as populations become better adapted to their environments. Evolution can lead to the formation of new species. Natural selection is the major process that drives evolution. Fossils and other evidence show how evolution has occurred. The earliest human ancestors evolved about 6 million years ago. The first members of our genus appeared about 2.5 million years ago. Called *Homo habilis*, they were the first human ancestors known to make tools. They were followed by *Homo erectus* around 1.8 million years ago. *Homo erectus* was the first human ancestor to live in cool climates and use fire. By 800,000 years ago, the earliest *Homo sapiens* had evolved, but fully modern humans did not appear until about 200,000 years ago. Another species in the genus *Homo*, called Neanderthals, lived between 250,000 and 25,000 years ago. They may have been absorbed by modern *Homo sapiens* populations or gone extinct.

Learning Objectives

- State how and why evolution occurs.
- Identify different types of evidence for evolution.
- Outline the events of early primate evolution.
- Describe the Australopithecines and their role in human evolution.
- Identify early species of *Homo*, including their traits and distribution.
- Describe where and when *Homo sapiens* evolved.
- Identify the Neanderthals and what may have happened to them.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: The Human Animal: Who We Are

Humans are primates, the group of mammals that also includes animals such as lemurs, monkeys, chimpanzees, and gorillas. Chimpanzees are our closest living relatives in the animal kingdom. Some of the traits that set humans apart from other primates—including chimpanzees—are walking on two legs, having a very large brain, and relying on culture to adapt to our world. All humans are very similar in their biological traits but obviously not identical to one another. Humans vary in body shape, blood type, and skin color, for example. Skin color is often used to classify people into races. However, the concept of race is no longer used by most anthropologists. This is because it is misleading and leads to discrimination.

Learning Objectives

- Describe how humans are classified in the animal kingdom, and name our closest living relatives.
- Identify biological traits that define the human species, and explain how they are related to culture.
- Describe ways that humans vary, and explain why racial classifications are not useful.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: The Human Animal: Who We Are (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: All About Food: What We Do in Order to Eat

Different cultures have unique cuisines, or types of food and ways of preparing them. Culture determines not only what people eat but also how they eat it. “Proper” ways of eating vary from one culture to another. Ways that people obtain food also vary. Four basic ways are foraging, pastoralism, horticulture, and intensive agriculture. How a society obtains food influences its social and political system and level of technology. Food is much more than a way to satisfy hunger and nourish the body. Food also serves many social purposes. Food may be a symbol of an entire culture, of wealth, of hospitality, or of many other things.

Learning Objectives

- Describe cuisines of different cultures.
- Identify cultural differences in eating habits.
- Contrast four basic types of subsistence strategy.
- Explain how subsistence strategy influences other aspects of culture.
- Describe social purposes served by food.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Material Culture: How Humans Are Handy

Archaeology is the study of past cultures through the material remains that people have left behind. Archaeologists find and excavate sites that people once occupied. From objects that people made and other evidence, they reconstruct how people lived, the problems they faced, and how they used culture to solve them. Material remains are the only way to learn about much of our past. This is because there are no written records of what happened during most of human existence. Writing was a recent invention, and even after writing was invented, the lives of ordinary people were usually not recorded. Archaeologists have documented the origins of culture. They have also documented major cultural changes, including the invention of agriculture. The knowledge gained from archeology helps us understand where we came from. This is important because the more we know about our past, the better we will understand ourselves.

Learning Objectives

- Define archeology and the archaeological record.
- Identify the types of material remains that people leave behind.
- Outline how archaeologists find and excavate sites.
- Explain how archaeologists analyze and interpret what they discover.
- Describe the earliest evidence of culture that was left behind by human ancestors.
- State when and how agriculture first developed.
- Describe other changes that agriculture brought.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Family Ties & Social Bonds: What Keeps Us Together

In all human cultures, family members share special biological and social bonds. A family usually begins with marriage. Marriage occurs in all human cultures, but how people choose marriage partners and how many spouses they can have vary from one culture to another. After people marry, they usually set up a household together. A household is the basic economic and social unit of society. An important influence on the makeup of the household is kinship. Kinship refers to relationships between individuals that have family ties. Some kin are related by marriage, others by descent. All people have the same types of kin, but the terms they use to refer to them may be different. Because humans are very social animals, most people belong to both kinship and non-kinship social groups. Within social groups, people have certain statuses and roles, and their behavior is guided by norms and social sanctions. All humans live in societies, but the societies vary greatly in size and complexity.

Learning Objectives

- Identify types of marriage rules and forms of marriage.
- Explain how residence patterns are related to household makeup.
- Describe different ways to trace relationships and name kin.
- Explain the importance of social groups and how social behavior is controlled.
- Compare and contrast different types of human societies.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Religion: What We Believe

Religion is one of the universals of human culture. It may be defined as a set of beliefs and practices that relate to the supernatural, or things outside of nature. Religion serves important purposes, such as explaining the unknown and helping people cope with stressful events. Major world religions include Christianity and Islam. There are also hundreds of local, or folk, religions. Most religions share certain things in common, including myths, supernatural beings, religious practices such as rituals, and ideas about right and wrong. Most religions also identify people that play special religious roles. Like other aspects of culture, religion can change. This occurs most often when societies are under great stress.

Learning Objectives

- State how anthropologists define religion.
- List purposes that religion serves in society.
- Name examples of world and folk religions.
- Describe elements that are common to many religions.
- Explain how and why religions change.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Religion: What We Believe (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century