

## Participation Assignments

These assignments are short write-ups based on the articles assigned in preparation for the next class. They not only ensure you are keeping up with the readings, but that you understand the material. Most of the readings I have assigned are short, and have questions at the beginning or end of the article. You must use these questions to guide your reading and inform your summaries. Often, I may ask you to answer them directly.

### Format:

- Typed in a Word document or equivalent
- No less than 350 words, in paragraph-format, unless a bullet-point/note-style format is specified. You may go over this word-count as much as you wish.
- 12pt font – Times New Roman or equivalent (Cambria, Garamond, Calibri)
- 1 inch margins
- Double-spaced
- File Name: Your First Initial & Last Name\_Assignment #
- Must be an ATTACHMENT to the email NOT in the body of the email.

Be sure to print these out and bring them to class to aid in your responses to our class discussion. I also urge you to take notes on the discussions, as material from these may be used on quizzes and tests. If you have difficulties printing, then notify me and I will print them for you.

Failure to follow these instructions will result in a deduction of points. Late Assignments will be deducted 1 point for each hour they are late.

### Content:

- You should propose **clear theses** for each topic and argue for it in a clear and organized manner.
- Your theses and argument should be based upon class material (textbook, readings, and lectures). If you need to provide definitions of terms of concepts these should be based on what you have learned in this class!
- You should provide a final conclusion that follows logically from your thesis and argument.
- Feel free to use the Understanding Ourselves or Appreciating Diversity vignettes from the text to enhance your responses

**The content may include any one or more of the following options, and will be specified in the description of each assignment:**

- A summary of the author's main points, with emphasis on the goals of their argument (the concluding points), their methodology (how they came to their conclusion) and the significance for their argument (why they decided to write the article in the first place – why was this work important?).
- Critiques/Comments – When critiquing an article, you are not stating whether you liked it or not. You are evaluating the strengths & weaknesses in the argument and the validity of the author's methods, theories & evidence supporting their argument. Your critiques must also be supported by evidence of your own – what you have learned in the text & in class. Comments, on the other hand, are your own personal responses & reactions to the article.

Although we will be discussing very controversial topics, which tend to evoke very powerful emotions, please keep your comments focused on the topic being discussed. **Be respectful and professional in your language.** If you do not, I will deduct points. Foul language & references to violence will not be tolerated and, if severe, will be reported to administrators.

**You will be graded on the basis of the following 5 criteria:**

**Each Assignment is worth 15 points**

1. Understanding and correct use of **concepts from the readings.**
2. Clarity of each thesis/point
3. Clarity and flow/ cohesiveness of argument for each thesis: do you provide adequate justification and support for each thesis and is this based upon concepts you learned in this class/readings?
4. Clarity and flow of final conclusion
5. Overall clarity and flow of the whole commentary, grammar, spelling, etc. Correct use of references/citations.

## How to cite:

**If you are using direct quotes, or paraphrasing, you need to use both:**

**In-Text References:** Direct quote example: Author last name DATE: page numbers ( e.g. Renfrew 2004: 156-204)

Paraphrasing example: (Author Last Name DATE) (e.g. Renfrew 2004)

## **Bibliography:**

If you are using outside sources, you should use the AAA (American Anthropological Association) style. I have placed the AAA style guide on ULearn, and it can also be found on the GSU Library website.

### Example (multiple author book):

Watson, Peter & Cecilia Todeschini

2006 The Medici Conspiracy: The Illicit Journey of Looted Antiquities, from Italy's Tomb Robbers to the World's Greatest Museums. New York: Public Affairs Press.

### Example (chapter/article in a book):

Kirshenblatt-Gimblett B.

1991 Objects of Ethnography. In Karp I. and Levine S. D., Exhibiting Cultures: The Poetics of Museum Display, 386-443.

## CAREFUL!

As you write all your assignments, please keep in mind the following (from the Dean of Students web site: [http://www2.gsu.edu/~wwwdos/codeofconduct\\_conpol.html](http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html))

**Plagiarism.** Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

## Participation Assignment 1: The Evolution Debate

### Readings:

- Teaching Theories: The Evolution-Creation Controversy - Robert Root-Bernstein & Donald McEachron (on ULearn)
- Re-reading Root-Bernstein and McEachron in Cobb County Georgia: The Controversies continue Between Anthropology and Intelligent Design - Benjamin Z. Freed (on ULearn)

Write up a summary outlining the different perspectives discussed in the two articles. Write down any comments or critiques you have concerning the topics. Describe your own experiences from learning evolution in high school. What were you taught? Have you experienced anything like the one discussed in the Freed article? Use the questions at the beginning of each article, and the main points & summary of the textbook chapter, as a guide to your reading.

Be sure to bring your assignment to class ready to talk about what you wrote!

**This must be emailed to me by 6pm on Tuesday, June 15.**  
**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 2: The Primates

### Readings:

- What's Love Got to Do With It? - Meredith Small (on ULearn)

Write up a summary of the article. Use the questions at the beginning of the article as a framework. I have added the Smuts article "What Are Friends For" to the Optional Readings folder, if you would like to answer the first question at the beginning of the article, but it is not a required reading, so you may skip that question if you would like. Feel free to critique the article or add any comments (be respectful, please).

Bring this to class for discussion!

**This must be emailed to me by 6pm on Tuesday, June 15.**  
**Late Assignments will be deducted 1 point per hour.**

### Participation Assignment 3: Our Ancestors

#### Readings:

- Ancient Bodies, Modern Customs and Our Health - Elizabeth Whitaker (on ULearn)
- Ancient Genes and Modern Health - S. Boyd Eaton & Melvin Konner (on ULearn)

#### Assignment:

- Part 1 - From the Textbook: Chs 8 - 10: Outline the various early hominin fossils, beginning with the earliest Australopithecines, noting when they date to & what their most important features are (keep with the basics). Also outline the differences between the various Homo subgroups - noting what makes each unique and the specific places of interest where each were found, and why it's important to the study of modern humans (include, but don't limit yourself to, the Out of Africa theories and the Neanderthals vs. Modern Human argument).

This part of the assignment is to help you manage the large amount of information in these three chapters. Focus your reading to answer the above assignment. **This is NOT to be turned in, and is NOT due by Tuesday. It should be completed before Test 1 (June 28).** Use the Powerpoint, chapter reviews, and class notes to help you narrow down the info and make it more manageable. You don't need to know too many specifics. Generalizations only, or you will get overwhelmed! Start on this now and pace yourself through it. Do not attempt to do this at the last minute before the test - its too much info! Once you have made your outlines, take the outline and make flashcards to study with. This has traditionally been the most successful method of studying this topic.

- Part 2 - From the Article: Write up a summary of the readings. Answer the questions at the beginning directly. You may also include any comments concerning the films we watched during the last class, if you so desire.

Bring this to class for discussion!

**Part 1 is meant to be a study guide for Chs 8 - 10 & is NOT meant to be turned in!**

**Part 2 must be emailed to me by 6pm on Tuesday, June 22.**

**Late Assignments will be deducted 1 point per hour.**

### Participation Assignment 4: The Agricultural Revolution

#### Readings:

- The Worst Mistake in the History of the Human Race - Jared Diamond (on ULearn)

Take notes on the reading, including the main points. Answer the questions at the beginning of the article within your summary. This is meant to be a thought-provoking article, so be sure to include your comments and critiques.

Bring this to class for discussion!

**This must be emailed to me by 6pm on Sunday, June 27**

**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 5: Public Archaeology

### Readings:

- Mysterious Egypt - by K. Feder (on ULearn)
- Looting & the World's Archaeological Heritage: The Inadequate Response

Write up a summary of the two articles, including any comments or critiques you have. For the Brodie article, although I would like you to read the whole article so you can understand the whole picture, I would like you to focus most of your energy on the following sections: Introduction, World Looting Today, Legislation and its Effectiveness, Where Does the Responsibility Lie: The Role of Museums, The Ethical Response, Where Does the Responsibility Lie: The Academic World and the Public. Summarize the author's main points in each section, and critique the arguments. What is the author trying to say? What is so wrong with looting? How can it be stopped, according to the author? Whose responsibility is it really, and what should each responsible group do? What is being done now, and is it working? Now answer these questions using your own personal reactions to this article? What do YOU think about what the author is arguing? Do you agree or disagree? Why? If you disagree, what would YOU add to/change the author's argument? How would YOU improve the current measures being taken, and what do YOU think should be done about the looting problem?

Bring this to class for discussion!

**This must be emailed to me by 6pm on Tuesday, June 29.**  
**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 6: Public Archaeology 2

### Readings:

- Battle of the Bones - Robson Bonnicksen & Alan Schneider (on ULearn)
- The War within the War - Garen (on ULearn)

Write up a summary outlining the major points of the articles. Use the questions at the beginning of the *Battle of the Bones* article to guide your reading, but I would like you to focus on the second and fourth questions, and answer them directly in your summary. I would also like you to critique the arguments that you list on each side. This is a very heated topic in Archaeology right now, so please feel free to include any comments you have.

For the Garen article, think about the issue of looting. What argument is the author making? What is the problem at the heart of the issue? Does the author give any suggestions for fixing this problem? What are your solutions for the problem? What do you think could/should be done?

For the Rudenstine article, the class will be divided into 2 groups for a debate. One group will argue for the British Museum keeping the Marbles, the other will argue against. Depending on which group you have been assigned, prepare your arguments for the debate, using this article and any other outside resources you are able to find. Bring these to class for discussion!

**This must be emailed to me by 6pm on Tuesday, July 6.**  
**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 7: Culture & Race

### Part 1: Culture

Reading: Body Ritual Among the Nacirema - Horace Miner (on ULearn)

Write up a summary of this article. Include any comments you have. Answer the questions at the beginning of the article directly in your summary. Can you guess what culture the Nacirema are? It's one you've heard of before.

### Part 2: Race & Ethnicity

Reading: AAA Official Statement on Race (on ULearn)

Race Without Color - Jared Diamond (on ULearn)

White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh (on ULearn)

Write up a summary of the three articles separately. Answer the questions at the front directly. I would like you to critique these articles, and add your own comments. (I realize race is a controversial topic, but please remember my note at the beginning of this handout about being respectful and professional!) With your critiques, I would like you to add on to the last question posed by Diamond - If racial classifications are cultural constructions, what do YOU think is the purpose of these arbitrary classifications? Have these articles changed how you perceive race? Has it changed how you perceive the people around you?

Compare & contrast the different perspectives and how each author deals with the concept of race.

Critique these different viewpoints and include your own comments

Bring this to class for discussion!

**This must be emailed to me by 6pm on Sunday, July 11.**

**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 8: Human Organization & Communication

### Readings:

- How Many Fathers Are Best For A Child? - Meredith Small (on ULearn)
- Shakespeare in the Bush - Laura Bohannan (on ULearn)

Write up a summary of the articles, using the questions at the beginning as a guide. The Small article is a thought-provoking article and includes an analysis of a society with very different customs from our own, so feel free to include personal comments. Include a critique & commentary of the Bohannan article, as well.

Bring this to class for discussion!

**This must be emailed to me by 6pm on Tuesday, July 13.**

**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 9: The Modern World System

### Readings:

- Law, Custom & Crimes Against Women: The Problem of Dowry Death in India – J. van Willigen & V.C. Channa (on ULearn)
- Do Muslim Women Really Need Saving? – Lila Abu-Lughod (on ULearn)

Write up a summary of the articles, outlining their main points, using the questions at the beginning as a guide. What are your own thoughts on these issues? What do you think can/should be done to deal with the dowry deaths? What about the issue of "liberating" Afghani women? Has this same mentality come up in class before? When and what was it about? In what other current political issues are we displaying our own ethnocentricity?

Bring these to class for discussion!

**This must be emailed to me by 6pm on Sunday, July 18.**  
**Late Assignments will be deducted 1 point per hour.**

## Participation Assignment 10: Contemporary Issues

### Readings:

- New Women of the Ice Age - Heather Pringle (on ULearn)
- Just Another Job? The Commodification of Domestic Labor - Bridget Anderson (on ULearn)

Write up a summary & discussion of the articles. Answer the questions at the beginning in your summaries. Include any critiques, comments & reactions. In your discussion of the Anderson article, outline the underlying anthropological issues as discussed in the book.

Bring these to class for discussion!

**This must be emailed to me by 6pm on Tuesday, July 20.**  
**Late Assignments will be deducted 1 point per hour.**