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Sample Assignments and Exercises

1. “An Instructional Manual for Bipedalism” exercise  
   ANT 102; Southern Connecticut State University; Fall, 2017

2. Research paper prompt – “Anthropology Beyond the Classroom”  
   ANTH 1000W; University of Connecticut; Fall, 2015

3. Library assignment  
   ANTH 1000W; University of Connecticut; Fall, 2015

4. Logical fallacies exercise  
   ANTH 1000W; University of Connecticut; Fall, 2015

5. Friday discussion exercise and agenda  
   ANTH 1500; University of Connecticut; Fall, 2012
1. ANT 102: Introduction to Biological Anthropology

Fall 2017, Week 10

An Instructional Manual for Bipedalism

As we discussed in the last class, habitual bipedalism is a unique locomotion adaptation. The evolution of this adaptation required the reconfiguration of hominin anatomy and physiology, which allows us to stand upright and balance ourselves as we move. But moving upright has become so engrained that we take it for granted and so we rarely, if ever, think about the steps we take to move our bodies as we engage in bipedal locomotion on a daily basis.

Objective: In this exercise you will learn to think about the detailed steps that are necessary for someone to learn to stand upright and move on two legs. Understanding how our bodies move today helps us understand how our hominin ancestor’s physiologies evolved to accommodate bipedalism.

PART I. Writing the Instructions (in groups)
Break into groups of 4–5. Collectively and as a group write down a list of 10 steps that a person must take to stand upright and move on two legs. This must be an instructional list, meaning each step must be easy to understand and to follow. As you list your steps, think about the transition between each step. One person should volunteer to write down the list. At the top of the page please note today’s date and the name of the people in your group. You will hand in this assignment in at the end of today’s class.

For the purpose of this assignment, the instructions must begin with a person in a seated position, and they must end with the person taking one complete step.

PART II. Testing the Instructions (as a class)
Each group will have a chance to test the efficacy of their instructions on one of their fellow students. I will ask for a volunteer from each group for this purpose. Then, one person in each group will volunteer to read their instructions out loud as a volunteer from another group tries to follow them. As we proceed with this exercise, consider the following questions:

1. What minor steps did your instructions lack? Why are these steps crucial?
2. What major bones and muscles are required for someone to stand upright? What about taking a step?
3. How do we balance ourselves as we stand up? Why do we not fall backwards or forwards when we stand up and walk?
4. What are the major anatomical differences between us and other mammals (e.g. dogs or chimpanzees) that facilitates and enables bipedal locomotion?
2. ANTH 1000W: Other People’s Worlds

Fall 2015, Writing Assignment #3

Anthropology Beyond the Classroom

All of you are interested in or have already begun specializing in a specific profession: ranging from business, finance, and marketing, to engineering, medicine, nursing, pharmacy, to political science, education, etc. In the near future, or perhaps even now, most of you will either enter the job market, or apply to graduate school, or professional schools. In an increasingly globalized world, successful competition for these positions and successful continuation of a career path requires an awareness of the current multi-cultural nature of the professional landscape. Anthropologists, or people with anthropological training, are increasingly gaining access to private sector jobs, the business world, law firms, and government jobs. Even an appreciation of multi-culturalism (e.g. speaking multiple languages). In this paper, you will examine the relationship between anthropology and the profession of your choice. This assignment accounts for 20% of your final grade.

DEADLINES AND IMPORTANT DATES

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11/16</td>
<td>Topics due for approval</td>
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<tr>
<td>12/2</td>
<td>1st draft of paper due</td>
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<tr>
<td>12/3–12/7</td>
<td>You will receive my comments on the 1st draft</td>
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<td>12/4</td>
<td>Peer-review exercise</td>
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<tr>
<td>12/13</td>
<td>2nd draft of paper due</td>
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TOPIC

In this paper you will explore the significance of anthropology and anthropological study of people and cultural diversity to your own professions or potential career paths. here are a few questions to consider:

How does an awareness of cultural diversity enrich your field? How does understanding nuances of human behavior strengthen your job applications? What role does this knowledge play in strengthening a business model or a project, in providing better customer service, or in providing better healthcare? How can this knowledge serve you as a future doctor, nurse, educator, or politician? Does your field of interest draw from this important source of anthropological knowledge? If so, how has it strengthened your field? How is it being applied? If not, how could it strengthen your field? How has awareness of ethnic, racial, gender, and linguistic diversity shaped the work place, relationship between colleagues, between employees and employers, or between a business and customers? Are there any examples of systematic discrimination or exclusion of certain ethnic, racial, religious, or sexual minorities in your field? How does your profession use cultural, ethnic, and racial information to bolster its business models? Does your profession target specific ethnic, racial, cultural, or gender groups? If so, why? And if so, how?

While the details and the specifics are up to you, I want you to draw upon possible studies, cases, or examples that depict or examine the importance of cultural awareness to your professional of choice or interest. Your paper topics are due, via email by no later than Monday, 11/16 at 10:30pm. Feel free to contact me to brainstorm ideas.
FORMAT
Both drafts (first and final) must abide by these guidelines:
- Microsoft Word file
- Length: 5 full pages (excluding title page, and works-cited page)
- Font size: 12
- Font type: Times New Roman
- Spacing: double (except for title and subtitles if desired)
- Margins: 1 inch
- Name and page number on each page (upper right corner)
- References in AAA format (see HuskyCT for more information)

ORGANIZATION
Both drafts (first and final) must follow this general organizational scheme:
- Title page (second page), (title, your name, class, date)
- Introduction
- Discussion
- Conclusion
- In-text citation of references
- Work-cited page (last page)

DRAFTS
In addition to an in-class peer-review exercise, this paper will go through a one-step revision process. I will put most of my focus on reading your draft for its content and style, and not grammatical errors. It is your responsibility to proofread both drafts to the best of your abilities, and to make sure they are not rife with grammatical errors. I will return incomplete papers or papers with too many grammatical errors without any revisions. You must revisit the paper and resubmit it as a late submission. I encourage you to read your papers out loud. This way you will catch many of the common grammatical and stylistic errors. I will not formally grade your drafts, but I will use them to assess the state of your improvement. You must pay heed to my comments and edits and incorporate them into your final draft. In this assignment, you must demonstrate that you understand the revisions made on the first two papers. Therefore, the same issues should not be rampant on this third paper. I will compare this first draft with the comments I made on your previous drafts and papers. This will help me judge whether you learned and implemented my comments on your stylistic and grammatical errors. Learning from your mistakes is part of the mission here.

The first draft is due by Wednesday 12/02 at 10:30pm. The final draft is due on Sunday 12/13 at 10:30pm. Late submissions will result in a grade reduction in your final grade for the paper. Do not leave this to the last minute! Submit your drafts on time via SafeAssign on HuskyCT.

THE WRITING CENTER
I highly recommend that you make use of the Writing Center on campus, especially if you struggle with writing grammatically or stylistically, or if you have a difficult time expressing yourself. While I will make visits to the Writing Center mandatory for many students, I highly encourage you to make use of this resource voluntarily. If you do visit the Writing Center, please make sure to have your tutor send me an email with a summary of your meeting. You can find more information about the Writing Center at http://writingcenter.uconn.edu.

THE ANTHROPOLOGY LIBRARIAN
Our anthropology librarian, Marisol Ramos is very resourceful and is always willing to help students with research. If you are having any difficulties researching or finding sources, if you are not sure if a specific source is peer-reviewed, or if you do not know how and when to cite a certain source in your papers, feel free to send her an email marisol.ramos@uconn.edu to set up an appointment.
The University of Connecticut Library is a valuable resource, which many of you have probably used in your studies thus far. In your professional lives, you may continue to use libraries for research, or you may use them simply for personal interest or pleasure. The purpose of this exercise is to give you an idea of some of the resources the library has for anthropological research, both within its walls and online. Suffice to say, this activity only scratches the surface and is merely a hint of the resources the library contains.

Learning Objectives: This exercise provides practice in an important practical skill: obtaining research materials. I hope that skill will serve you well. Successfully completing it also establishes that you are prepared to complete the papers in this class. I also hope that you will take a moment and look around the library as you are completing this task, and recognize the abundant literature available about anthropology.

There are two parts to this activity. Both parts of this activity are done in teams of 3 or 4 students.

**PART 1: Using the library stacks**

You have no class on Friday, Sept. 30th, and I would encourage you to use class time to meet at the library with your group to complete this exercise. This exercise is basically a scavenger hunt, except it is a lot easier than most scavenger hunts. I want you to physically go to the library and find hard copies of three out of four of the items listed. You must then provide me with the following: (1) a digital photograph of your entire group standing somewhere on the third floor of the library, e-Mailed to me by the due date; (2) a photocopy or scan of each page requested from one item listed for your group #, handed to me by the due date or submitted via email—One per group member!

**Group 1**

1. Tanner, Adrian
   2005 [1979] *Bringing Home Animals: Religious Ideology and Mode of Production of the Mistassini Cree Hunters.* Institute for Social and Economic Research, Memorial University of Newfoundland, St. John’s. PAGE 46

2. Belcher, William A.

3. Webster, Gary S.

4. Lee, Richard B., and Richard Daly

**Group 2**

1. Trigger, Bruce G.

2. Turnbull, Christopher J.

3. Robinson, Brian S. and James B. Petersen
Ann K. Robinson, pp. 1–11. Occasional Publications in Maine Archaeology No. 9, PAGE 2

(4) Clarke, David L.

Group 3
(1) Spiess, Arthur E., and Deborah Brush Wilson
(2) Spiess, Arthur E., Kristin Sobolik, Diana Crader, John Mosher, and Deborah Wilson
2006 Cod, Clam and Deer: The Food Remains from Indiantown Island. Archaeology of Eastern North America 34:141–187. PAGE 141
(3) Cox, Steven
(4) Beck, Charlotte

PART 2: Researching your topic for the first paper

You must find a copy of an article that will be the focus of your individual Paper 1 and your group presentation. Please see the presentation instructions for advice on picking a topic. Your group must agree on a single, controversial topic in anthropology to present to the class and divide the group in half to take sides on the issue. Two journal articles discussing the topic must be found by your group on Library Day and citations should be e-mailed to me by one group member. These articles do not have to describe the exact news story or situation that you are covering, but can offer a broader view on the topic in another part of the world or even another discipline (i.e. Psychology, Sociology).

List the members of your group:

Group # (for part 1):

Controversial topic for group presentation and Paper 1:

Main source for this topic:

Other source #1: (from a peer-reviewed journal):

Other source #2: (from a peer-reviewed journal or book):
As we read in Harry Frankfurt’s article, and as we saw in his interview on the Daily show and the George Carlin’s stand-up show, fallacies are an abundant in advertisements, politics, and academic writing. Fallacies can manifest themselves in a variety of ways, and detecting and correcting them can be difficult task. Use today’s readings and lecture on logical fallacies to complete this exercise. This exercise has three parts and is due in class on Friday. Please type your answers in a separate Word document, print it, and staple all pages together.

**PART 1: Identify these fallacies**
Complete the exercises 1 through 10 of the “Errors in Reasoning” article on HuskyCT. Do your best with these; we will go over them on Monday. You do not have to copy the original argument passages. For each argument passage:
1. Identify each argument (we will go over this on Monday)
2. Decide if it is a fallacy
3. If so, which of the following fallacies it represents: ad hominem, straw man, appeal to ignorance, false dichotomy, hasty generalization, causal fallacy, appeal to authority, false attribute, begging the question, proof by assertion.

**PART 2: Reflecting on your own writing**
Carefully review the first draft of your paper and find two instances of logical fallacies. You should preferably find two different types of fallacies. For each fallacy:
1. Provide the passage
2. Name the fallacy
3. Explain how it is detrimental to your argument and how you can amend it. (max. of 150 words per fallacy.)

If you cannot find one or either two of the needed fallacies, you may them with the following:
1. Provide realistic but hypothetical examples of a logical fallacy that one could use to further your argument in your paper.
2. Name the fallacy
3. Explain the potential detrimental effect of such a fallacy to your argument. (max. of 150 words per fallacy).

**PART 3: Fallacies in the news**
Find an example of the use of two different types of logical fallacy in journalism, media, or politics. For each fallacy you must:
1. Provide a print out of the news article or webpage and staple it to the print out
2. Name the fallacy
3. Explain how you would amend it (max. of 150 words per fallacy)
Review Quiz (10 minutes)

Give instructions for garbology exercise for next week (5 minutes)

Tell students that next week you will be discussing the results of a garbology exercise. There is no need to discuss the purpose of the exercise yet. You will do that next week. They must do the following:

1. For 3 days, make a list of everything they throw away.
2. The list should be divided into two columns: one for things thrown away in their “home” (dorm room, etc.) and the other for things thrown away “outside the home.”
3. If you think that it will help to draw an example list on the board, do so.
4. Give each student a number and tell them to write that number at the top of the page. They should not write their name down. You should prepare a list of numbers alongside each student’s name so you can keep track next week.

Examination of skulls and stone tools (10 minutes)

Briefly present the 4 skulls to the class (Australopithecus africanus, Homo erectus, Homo neanderthalensis, Homo sapiens), outline the major differences between them. Focus mostly on skull length and width, presence/absence of sagittal keel, forehead shape, brow ridges, chin shape, size of canines, and the position of foramen magnum.

Briefly present the tools representative of the Oldowan and Acheulian industries. State the name of each rock type asking students to pay particular attention to flint/chert and obsidian. Place the students into groups of 4 for to examine the skulls and tools during their exercise. Ask students to be very careful with the skulls and the tools.

Evolution and migration exercise (25 minutes)

This exercise allows students to visualize the distribution of Australopithecines, Homo erectus, Homo neanderthalensis, and Homo sapiens, as well as understand the migration of different species. This is the main point of the exercise—they do not need to remember all of the site names. Make copies of the attached Hominid Fossil Data sheet (double sided) and map for each of your students.

1. Split the class into groups of 4. Each student in the group picks a hominin from the list provided and then maps the distribution of their species on the map provided. Since we do not have multiple sets of color pens, ask them to use A for Australopithecines, E for Homo erectus, N for Homo neanderthalensis, and S for Homo sapiens. Explain to the students how to map a point (some may not know). Once they have finished, ask them to circle the distribution of their points.
2. Once they are done, ask them to compare results and consider these questions within their groups:
   A. Why have scientists concluded that Africa is the “birthplace” of humanity?
   B. Which fossil taxon seems to have the earliest wide distribution throughout much of the world? How did they get to these places?
   C. How do the various species overlap in time and space? Would they have been in contact with another?
   D. Early modern Homo sapiens were the first hominids to enter into which continent(s)? Infer a possible path of migration for the continent that you have chosen.
3. You should walk around and listen to each group to make sure that they are on the right track. Let them discuss their answers for 5 –10 minutes or so and then have a general discussion. Let each group report their response to one of the questions and see whether there is general agreement.