

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: March 24, 2010

Department: Anthropology Number: 110

Course Title: Cultural Anthropology Units: 3.0

Total Semester Hours: Lecture: 48.0 Lab: NA Homework: 96 hrs. + By Arrangement: NA

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None.

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None.

3. Recommended Preparation (Attach Enrollment Validation Form.)

1. Eligibility for ENGL 838 or 848 and completion of READ 400, 405, or 415 with a grade of C or higher,
OR
2. Concurrent enrollment in READ 400, 405, or 415, OR
3. Appropriate skill level as indicated by the reading placement tests or other measures.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Cultural Anthropology 110 (3) (Pass/No Pass or letter grade option.) Minimum of forty-eight lecture hours per term. Recommended Preparation: eligibility for ENGL 838 or 848 and completion of READ 400 or 405 with a grade C or higher, OR concurrent enrollment in READ 400, 405, or 415, OR appropriate skill level as indicated by the reading placement tests or other measures. A focus on key vocabulary, concepts, and methods used by anthropologists to describe, analyze, compare and contrast the ideas of culture (human diversity and language); of families in society (subsistence, marriage, and kinship); of equality and inequality (gender, class, and "race"); of symbols and meaning (religion and the arts); and of globalization, as seen in present-day rural and urban societies and in historical societies, including examples from American society. (AA: Area E5b, CSU: Area D, UC: Area 4) (CAN ANTH 4)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

ANTH 110 Cultural Anthropology. A focus on key vocabulary, concepts, and methods used by anthropologists to describe, analyze, compare and contrast the ideas of human diversity and language; of subsistence, marriage, and kinship; of gender, class, and "race"; of religion and the arts; and of globalization, as seen in present-day rural and urban societies and in historical societies, including examples from American society. Recommended Preparation: eligibility for ENGL 838 or 848 and completion of READ 400 or 405 with a grade C or higher, OR concurrent enrollment in READ 400, 405, or 415, OR appropriate skill level as indicated by the reading placement tests or other measures. Pass/No Pass or letter grade option. (AA: Area E5b, CSU: Area D, UC: Area 4) (CAN ANTH 4)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Participate in discussions on controversial or sensitive anthropological topics in a mature, thoughtful manner.
2. Identify, analyze, and differentiate the similarities and differences of human cultures.
3. Identify and define key anthropological terms, concepts, and methods as they relate to language, subsistence, religion, kinship, etc.)
4. Compare and contrast the way that distinct cultures solve the universal problems of shelter, subsistence, relationships, meaning, etc.
5. Determine and assess the cause and effect factors of European exploration, industrialism, colonialism, racism, and globalization which have shaped many of the world's nations and cultures into dependent societies.
6. Identify, differentiate, and apply the anthropological techniques and principles, used by anthropologists to describe and analyze cultural groups, found in the special ethnographic readings in each chapter.

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).

1. To present, explain and convince students that racism, as it is commonly understood, is not based on biology as such, and ideas like superior and inferior cultures do not apply.
2. To show and demonstrate with examples that culture adaptation to the physical and social environments explains the uniqueness of the human species, its culture, and its development.
3. To present, explain, and discuss current events in terms of the key vocabulary and anthropological ideas found in the text.
4. To provide a forum for students to summarize and orally present the contents of specific readings from the various chapters.
5. To provide a general understanding and introduction of cultural anthropology to majors and non-majors alike for continual study in anthropology and for continual use in daily social interactions.
6. To explain and illustrate how the anthropological concept of holism provides a more comprehensive view and analysis of the dynamics of beliefs and behavior of social-cultural groups.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- I. Part One: Introduction to Cultural Anthropology

1. Anthropology and Human Diversity
2. Doing Cultural Anthropology
3. The Idea of Culture
4. Language
- II. Part Two: Families in Society
 5. Making a living
 6. Economics
 7. Marriage, Family, and Domestic Groups
 8. Kinship
- III. Part Three: Equalities and Inequalities
 9. Gender
 10. Political Organization
 11. Stratification: Class and Caste
 12. Stratification: "Race" and Ethnicity
- IV. Part Four: Symbols and Meanings
 13. Religion
 14. Creative Expression: Anthropology and the Arts
- V. Part Five: Cultural Change
 15. Culture Change and the Modern World

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

These instructional methods are intended to aid students in seeing culture the way anthropologists view it, by using key anthropological vocabulary, principles, and methods.

1. To do this, the aim of LECTURE is to highlight and organize the chapter material so that it can be linked to other previous key concepts, to cultural phenomena in daily life, to the special boxed information in the chapters, and to concepts that will be upcoming in the text.
2. DISCUSSION is part of the lecture where students may ask about what they have read or they may be asked to analyze sections in the text to explain how the vocabulary and principles relate to examples found in daily life experiences.

3. The ORAL REPORTS give the students an opportunity to read, outline, and present on a topic they have been assigned or chosen. In this exercise they summarize the information and/or react to it. In addition, this activity often invites students to contribute from their own experiences because the material itself touches many aspects of their lives so they can offer explanations, evaluations, and justifications. Finally, the chapter quizzes are based on this material, so students are required to remember the key concepts, examples, and conclusions.

4. When MULTIMEDIA (DVDs, videos, Internet, CDs) are used in class, students take brief notes relating the information to the vocabulary and principles that are being covered. In addition, these presentations supplement or complement or contrast with concepts in the text, and as such the students are asked to compare and contrast or evaluate among the various ideas.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. CHAPTER QUIZZES: given weekly to evaluate if students have understood some of the vocabulary and principles, have distinguished the general ideas from the specific details, and can apply key words and concepts to an appropriate situation.
2. ORAL REPORTS: assigned weekly to students on a rotational basis to determine if students can summarize information, outline data, orally deliver the essential message of the article in 10-15 minutes, using notes only.
3. CHAPTER ESSAY QUESTIONS: assigned to students on a chapter by chapter basis on some important aspect to evaluate if students can find the appropriate information and outline it to answer the essay question fully.
4. CHAPTER EXAMINATIONS: given at least four times during the semester to determine if students can identify, apply, compare, contrast, and define key anthropological vocabulary, principles, and methods covered in the text.
5. EXTRA CREDIT ORAL REPORTS: undertaken on a voluntary basis to challenge students to apply key anthropological vocabulary and principles to other situations and/or research and understand more detailed information on a topic of their choice.

Examinations	70%
Quizzes	15%
Chapter Oral presentations	08.5%
Chapter Essay Questions	06.5%
	100%

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

1. Ember, Carol R., and Melvin Ember. 2007. Cultural Anthropology (12th edition). Upper Saddle River, NJ: Pearson Prentice Hall.
2. Harris, Marvin, and Orna Johnson. 2007. Cultural Anthropology (6th edition). New York: Pearson Education, Inc.
3. Kottak, Conrad Phillip. 2008. Cultural Anthropology (12th edition). New York, NYC: McGraw-Hill.
4. Lenkeit, Roberta Edwards. 2007. Introducing Cultural Anthropology (4th edition). New York, NYC: McGraw-Hill.
5. Nanda, Serena, and Richard L. Warms. 2009. Culture Counts: A Concise Introduction to Cultural Anthropology (9th edition). Belmont, CA: Wadsworth.

Prepared by: _____
(Signature)

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Submission Date: _____