

Course Outline

COURSE: ANTH 3 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2015 **CURRICULUM APPROVAL DATE:** 09/22/2014

SHORT TITLE: INTRO CULTURAL ANTH

LONG TITLE: Introduction to Cultural Anthropology

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The course explores how anthropologists study and compare human cultures. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinction among themselves such as through applying gender, racial and ethnic labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Students will write a research paper based on original fieldwork in a local community. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.

Measure: Quizzes, exams, reading responses

PLO: 1

ILO: 3, 7, 2

GE-LO: D1, D2, F1, F2

Year Assessed:

2. Recognize the methods, theories and perspectives used to study and understand human cultures.

Measure: Quizzes, exams, reading responses

PLO: 1

ILO: 3, 7, 2, 6

GE-LO: D1, D2, D3, F1, F2

Year Assessed:

3. Describe and analyze issues of power and inequality in a range of nonwestern and western cultures.

Measure: Quizzes, exams, reading responses

PLO: 1

ILO: 3, 7, 2

GE-LO: D1, D2, D3, D4, F1, F2

Year Assessed: 2008, 2013

4. Identify and analyze the importance and limitations of cultural relativism. Identify and analyze the concept of ethnocentrism.

Measure: Quizzes, exams, reading responses, research project

PLO: 1, 2

ILO: 3, 7, 2, 6

GE-LO: D1, D2, D3, D4, E2, F1, F2

Year Assessed: 2008, 2013

5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.

Measure: Quizzes, exams, reading responses

PLO: 1, 2

ILO: 3, 7, 2

GE-LO: D1, D2, D3, D4, E2, F1, F2

Year Assessed:

6. Explain and analyze cultural practices as they are embedded within broad systems shaped by race, class, and gender.

Measure: Quizzes, exams, reading responses, research project

PLO: 1, 2

ILO: 3, 7, 2, 6

GE-LO: D1, D2, D3, D4, E2, F1, F2

Year Assessed: 2008, 2013

7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Measure: Quizzes, exams, reading responses, research project

PLO: 1, 2

ILO: 3, 7, 2, 6

GE-LO: D1, D2, D3, D4, D5, E2, F1, F2

Year Assessed:

8. Explain the importance of the ethnographic method in the study of culture.

Measure: Quizzes, exams, reading responses, research project

PLO: 1, 2

ILO: 3, 7, 2, 6

GE-LO: B5, B9, D1, D2, D3, D4, D5, E2, F1, F2

Year Assessed:

9. Design, conduct, and write an ethnographic research paper based on original field data.

Measure: exams, research paper, research presentation

PLO: 1, 2

ILO: 3, 7, 2, 6

GE-LO: B5, B9, D1, D2, D3, D4, D5, E2, F1, F2

Year Assessed:

PROGRAM LEARNING OUTCOMES:

1. Demonstrate and evaluate relationships between local and national issues, movements, and ideas as they relate to the global community.

2. Demonstrate a range of skills including: research, documentation, analysis, evaluation, communication, contextualization, teamwork, observation, and cultural competency by relating social science concepts and theories to issues of global importance.

This course promotes understanding of:

Cultures and subcultures

Cultural awareness

Cultural inclusiveness

Mutual respect among diverse peoples

Familiarity with cultural developments and their complexities

SLO # 1,2,3,4,5,6,7,8,9

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 09/22/2014

3 hours

Content: Anthropological Theories, Methods and Perspectives

Performance Objectives: 1) Define anthropology and explain how it differs from other academic disciplines; 2) List the major subdisciplines of anthropology; 3) Discuss and explain the ideas of cultural relativism and ethnocentrism; 4) Describe anthropology's position on race; 5) Describe some of the key reasons for studying anthropology.

Assignments: Nanda and Warms chapter 1; Miner article: "Body Ritual Among the Nacirema."

3 hours

Content: Culture and Power

Performance Objectives: 1) Explain the history of the culture concept; 2) Explain the relationship between concepts of culture and power; 3) Analyze a variety of cultural practices from an anthropological

perspective; 4) Give some examples of the way in which symbols create meaning for people in particular cultures; 5) Explain some of the ways in which culture is and is not shared; 6) List some of the ways in which culture changes and describe the role of conflict and consensus in change.

Assignments: Nanda and Warms chapter 2; film: Babakiueria or relevant film; quiz .

3 hours

Content: Doing Cultural Anthropology

Performance Objectives: 1) Explain who Boas and Malinowski were, and their importance to the development of anthropology; 2) Define participant observation and explain its importance in anthropology; 3) Summarize the importance of feminism and postmodernism in the development of anthropology; 4) Describe collaborative and engaged anthropology and give examples of them; 5) Give examples of ethical dilemmas facing anthropologists.

Assignments: Nanda and Warms chapter 3; field project proposal; reading response

3 hours

Content: Subsistence Patterns

Performance Objectives: 1) Explain the relationship between environment and subsistence strategy; 2) Summarize the major characteristics of foraging, pastoralism, and horticulture, and give an example of each; 3) Analyze the differences between horticulture and agriculture, and discuss the environmental impact of each; 4) Explain the role of landlords, peasants, and the state in agricultural systems; 5) Differentiate between agriculture and industrialism, and assess the advantages and disadvantages of each.

Assignments: Nanda and Warms chapter 5; quiz.

3 hours

Content: Power, Conquest, and a World System

Performance Objectives: 1) Identify some of the critical reasons for the European expansion of the 16th century; 2) Summarize the key methods Europeans used to gain wealth from their global expansion; 3) Compare and contrast the era of colonization between 1500 and 1800 with colonizing in the 19th century; 4) Outline the role of disease in European expansion and compare its effects in the Americas and in Africa and Asia; 5) Analyze the ways in which Europeans attempted to extract wealth from the colonies in the 19th and 20th centuries; 6) Discuss the reasons why almost all colonies achieved independence by the end of the 1960s.

Assignments: Nanda and Warms chapter 13; film response to Affluenza or relevant film .

6 hours

Content: Ethnicity and Race

Performance Objectives: 1) Summarize the differences between functionalist and conflict approaches to inequality and list some of the strengths and weaknesses of each approach; 2) Explain the differences between a class and a caste system, giving examples of each; 3) Analyze, with statistics, income inequality in the United States; 4) Explain the intersection of race and class in the United States with examples; 5) Describe the American narrative of immigration and how it relates to ethnically-based stratification in the United States.

Assignments: Nanda and Warms chapter 8; Chavez forward, prefaces, chapters 1-6; film: In the Shadow of the Law; reading response; quiz

3 hours

Content: Marriage, Family, and Kinship

Performance Objectives: 1) Describe some of the roles and functions that marriage and family have in society; 2) Define endogamy and exogamy with examples of each; 3) Summarize the differences between polygyny, polyandry, and monogamy, and some of their important functions in different social contexts; 4) Discuss how the American family has changed in the last half century and some reasons for these changes; 5) Explain how extended families differ from nuclear families and how patrilineal families differ from matrilineal families; 6) Explain the impact of immigration on family and kinship;

Assignments: Nanda and Warms chapter 9; Chavez chapter 7-10, film: Uneasy Neighbors; exam.

3 hours

Content: Communication and Language

Performance Objectives: 1) List some of the characteristics of human languages, and explain how humans learn language; 2) Illustrate the relationship between language and culture; 3) Explain the ways in which language is related to social structure, and give examples; 4) Summarize the Sapir-Whorf hypothesis, and

debate the relationship between language and thought; 5) List several forms of nonverbal communication; 6) Compare different ways in which language changes, and discuss the implications of globalization for language change.

Assignments: Nanda and Warms chapter 4; Harding article: "Convicted by the Holy Spirit"; Stoller Jaguar; reading response.

3 hours

Content: Belief Systems

Performance Objectives: 1) Summarize the critical characteristics all religions share; 2) Analyze the roles of sacred narratives and symbols in religion; 3) Discuss the types of ritual commonly found in religion and give examples of rites of passage and rites of intensification; 4) Define prayer, magic, and sacrifice and give examples of their uses; 5) Define and examine witchcraft and magic; 6) Discuss the role of religion in social change; 7) Discuss the roles of religious identity and practice in immigrant communities.

Assignments: Nanda and Warms chapter 11; Stoller Jaguar; quiz.

Art and Expressive Culture

Performance Objectives: 1) Summarize some of the functions of art in political and ritual contexts; 2) Describe the ways art can symbolize key cultural concepts and themes using examples; 3) Analyze the roles that art can play in politics. Give examples of the use of art to promote political ends; 4) Discuss how art is used to express cultural and personal identity, using examples from different societies; 5) Describe the relationship between art made for use within a particular culture and the international art market.

Assignments: Nanda and Warms chapter 12; Klein Yorùbá Bàtá Goes Global; film: In and Out of Africa or relevant film; reading response

6 hours

Content: Sexuality, Gender, Race, and Class

Performance Objectives: 1) Explain and discuss the concept of intersectionality; 2) Differentiate between sex and gender; 3) Explain alternative gender roles using examples from different cultures; 4) Compare sexuality practices in different societies; 5) Summarize different theories that attempt to explain gender, race, and class; 6) Compare gender, race, and class relations typical of foraging, horticultural, pastoral, agricultural, and industrial societies.

Assignments: Nanda and Warms chapter 10; AIDS and Accusation introduction, chapters 1-2; films: The House We Live In, Ishi the Last Yahi; reading response

6 hours

Content: Political and Economic Organization

Performance Objectives: 1) Define the different aspects of the political process and apply these to the Arab Spring and modern Haiti; 2) Contrast egalitarian, rank and stratified societies, illustrating the key features of each; 3) Assess the role that warfare plays in different forms of political organization; 4) Compare Haiti and the United States to explain how political ideology helps maintain social stratification in state-level societies; 5) Describe some factors that support nationalism in nation-states; 6) Explain how anthropology contributes to our understanding of the roles of ethnic and indigenous groups in the maintenance of nation-states.

Assignments: Nanda and Warms chapters 6 and 7; AIDS and Accusation chapters 3-17; reading response; quiz

4 hours

Content: Globalization and Culture Change

Performance Objectives: 1) Give examples of the types and degrees of economic inequality present in the world today; 2) Compare and contrast the different models of economic development that have been popular in the last half century; 3) Assess the role of multinational corporations in the world and give examples of the advantages and problems that attend them; 4) Summarize the role and importance of urbanization in the world and give examples of urbanization in poor nations; 5) Evaluate the significance of population growth and analyze the effect of government policy and economics in controlling population growth; 6) Discuss some of the key environmental challenges facing the world and describe the differences between pollution in wealthy and poor nations; 7) Analyze the role that political instability has played in culture change; 8) Examine the relationship of globalization, migration, and refugees.

Assignments: Nanda and Warms chapter 14; AIDS and Accusation chapters 18-22; film: Haiti: Harvest of Hope; reading response; quiz.

3 hours

Content: Student Research Presentations

Performance Objectives: 1) Presentations of semester-long ethnographic research projects; 2) Explain how data supports an original argument to reveal insights about a particular local culture; 3) Analyze a culture from an anthropological perspective.

Assignments: Final research paper and presentation.

2 hours

Final Exam

METHODS OF INSTRUCTION:

Lectures

Films

Discussions and exercises

Writing projects

Written quizzes

Field activities

Reading responses

Other written assignments

Ethnographic research

Exams

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 70 % to 80 %

Written Homework

Reading Reports

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 5 % to 5 %

Field Work

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 5 % to 5 %

Field Work

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 5 % to 10 %

Multiple Choice

REPRESENTATIVE TEXTBOOKS:

Required:

Nanda, S. & Warm, R. (2014). Belmont, CA: Culture Counts: A Concise Introduction to Cultural Anthropology (3rd ed.). Wadsworth Cengage Learning, Inc. 2014, or other appropriate college level text. ISBN: 1285738519 (if available)

Reading level of text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

Other textbooks or materials to be purchased by the student:

Instructors can choose from a range of ethnographies, including but not limited to:

Chavez, Leo (2013). Shadowed Lives: Undocumented Immigrants in American Society (3rd ed.). Fort Worth, TX: Harcourt Brace College Publishers;

Farmer, Paul (2006). AIDS and Accusation: Haiti and the Geography of Blame (2nd ed.). Berkeley, CA: University of California Press;

Stoller, Paul (1999). Jaguar: A Story of Africans in America. Chicago, IL: University of Chicago Press;

Holmes, Seth (2013). Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley, CA: University of California Press.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200470

GAV F, effective 200470

CSU GE:

CSU D1, effective 200470

IGETC:

IGETC 4A, effective 200470

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Transferable UC, effective 200470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ANTH4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 3

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000181692

Sports/Physical Education Course: N

Taxonomy of Program: 220200

