GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ANTH 3 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Summer 2025 CURRICULUM APPROVAL DATE: 04/08/2025

SHORT TITLE: INTRO CULTURAL ANTH

LONG TITLE: Introduction to Cultural Anthropology

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

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

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. Key concepts of power, social justice, equity, ethnocentrism, cultural relativism, race, anti- racism, decolonization, ethnicity, gender, sexuality, class, kinship, ritual, belief systems, and symbolism will be covered. 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. (C-ID ANTH 120).

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

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Define the methods, theories, and perspectives used to study and understand human cultures.

2. Describe, compare, and analyze systems of power and practices shaped by the intersection of race, ethnicity, nationality, class, gender, and sexuality in a range of

cultures throughout the globe.

3. Demonstrate an understanding of anthropological concepts including social justice, equity, ethnocentrism, cultural relativism, race, anti-racism, decolonization,

ethnicity, gender, sexuality, political organization, socioeconomic class, kinship, ritual, belief systems, and symbolism.

4. Design, conduct, and write a research paper based on ethnographic or Service Learning experience and research.

5. Apply anthropological theory to describe the histories, cultures, intellectual traditions, lived experiences, and/or social struggles of one or more of the following

historically defined racialized groups: Native Americans, African Americans, Latinx Americans, and Asian Americans.

COURSE OBJECTIVES:

By the end of this course, a student should:

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.
6. explain who Boas and Malinowski were, and their importance to the development of anthropology.
7. define participant observation and explain its importance in anthropology.
8. summarize the importance of feminism and postmodernism in the development of anthropology.
9. describe collaborative and engaged anthropology and give examples of them.
10. give examples of ethical dilemmas facing anthropologists.
11. identify some of the critical reasons for the European expansion of the 16th century
12. summarize the key methods Europeans used to gain wealth from their global
13. compare and contrast the era of colonization between 1500 and 1800 with colonizing in the 19th century
14. outline the role of disease in European expansion and compare its effects in the Americas and in Africa and Asia
15. analyze the ways in which Europeans attempted to extract wealth from the colonies in the 19th and 20th centuries;
16. discuss the reasons why almost all colonies achieved independence by the end of the 1960s
17. summarize the differences between functionalist and conflict approaches to inequality and list some of the strengths and weaknesses of each approach.
18. explain the differences between a class and a caste system, giving examples of each.
19. analyze, with statistics, income inequality in the United States.
20. explain the intersection of race and class in the United States with examples.
21. describe the American narrative of immigration and how it relates to ethnically-based stratification in the United States.
22. describe some of the roles and functions that marriage and family have in society.
23. define endogamy and exogamy with examples of each.
24. summarize the differences between polygyny, polyandry, and monogamy, and some of their important functions in different social contexts.
25. discuss how the American family has changed in the last half century and some reasons for these changes.
26. explain how extended families differ from nuclear families and how patrilineal families differ from matrilineal families.
27. explain the impact of immigration on family and kinship.
28. list some of the characteristics of human languages, and explain how humans learn language.
29. illustrate the relationship between language and culture.
30. explain the ways in which language is related to social structure, and give examples.
31. summarize the Sapir-Whorf hypothesis, and debate the relationship between language and thought;
32. list several forms of nonverbal communication.
33. compare different ways in which language changes, and discuss the implications of globalization for language change.
34. summarize the critical characteristics all religions share.
35. analyze the roles of sacred narratives and symbols in religion.
36. discuss the types of ritual commonly found in religion and give examples of rites of passage and rites of intensification.
37. define prayer, magic, and sacrifice and give examples of their uses.
38. define and examine witchcraft and magic.
39. discuss the role of religion in social change.

COURSE OBJECTIVES(CONTINUED):

40. discuss the roles of religious identity and practice in immigrant communities.
41. summarize some of the functions of art in political and ritual contexts
42. describe the ways art can symbolize key cultural concepts and themes using examples
43. analyze the roles that art can play in politics. Give examples of the use of art to promote political ends.
44. discuss how art is used to express cultural and personal identity, using examples from different societies.
45. describe the relationship between art made for use within a particular culture and the international art market.
46. explain and discuss the concept of intersectionality; 2) Differentiate between sex and gender.
47. explain alternative gender roles using examples from different cultures.
48. compare sexuality practices in different societies.
49. summarize different theories that attempt to explain gender, race, and class.
50. compare gender, race, and class relations typical of foraging, horticultural, pastoral, agricultural, and industrial societies.
51. define the different aspects of the political process and apply these to the Arab Spring and modern Haiti.
52. contrast egalitarian, rank and stratified societies, illustrating the key features of each.
53. assess the role that warfare plays in different forms of political organization.
54. compare Haiti and the United States to explain how political ideology helps maintain social stratification.
55. describe some factors that support nationalism in nation-states.
56. explain how anthropology contributes to our understanding of the roles of ethnic and indigenous groups in the maintenance of nation-states.

COURSE CONTENT:

Curriculum Approval Date: 04/08/2025

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.

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.

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.

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.

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.

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.

COURSE CONTENT(CONTINUED):

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;

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.

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.

3 hours

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.

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.

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.

COURSE CONTENT(CONTINUED):

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 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.

3 hours

Content: 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.

2 hours

Final Exam

METHODS OF INSTRUCTION:

Weekly lectures - Weekly readings - Weekly or bi-weekly films - Discussion forums - Group exercises - Group work around research projects - Fieldwork activities - Reading responses - Ethnographic research - In-person office hours and/or zoom chats

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 30

Assignment Description

Reading assignments

Required Outside Hours 20

Assignment Description

Writing assignments and quizzes

Required Outside Hours 20

Assignment Description

Interactive discussion forums

Required Outside Hours 20

Assignment Description

Film viewing

Required Outside Hours 18

Assignment Description

Research project

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 70

Evaluation Description

Essay quizzes and exams, reading response papers, discussion posts and replies, research project

Objective examinations

Evaluation Percent 20

Evaluation Description

Multiple-choice and essay quizzes and exams

Skill demonstrations

Evaluation Percent 10

Evaluation Description

Field work methodologies, research presentations

REPRESENTATIVE TEXTBOOKS:

Culture Counts: A Concise Introduction to Cultural Anthropology (4th ed.), Nanda, Serena and Richard Warms, Cengage Learning, 2017 or a comparable textbook/material.

ISBN: 978-1337109680

12 Grade Verified by: Debbie Klein

Perspectives: An Open Invitation to Cultural Anthropology (2nd ed.), Nina Brown, Thomas McIlwraith, Laura Tubelle de Gonzalez, American Anthropological Association, 2020 or a comparable textbook/material.

ISBN: 978-1931303675

12 Grade Verified by: Debbie Klein

RECOMMENDED MATERIALS:

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 (2001). Infections and Inequalities: The Modern Plagues (2nd ed.). Berkeley, CA: University of California Press.

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

Emecheta, Buchi (2013). Joys of Motherhood (2nd ed.). New York, NY: George Braziller Inc.

Craven, Christa and Dana Ain-Davis (eds.) (2013). Feminist Activist Ethnography: Counterpoints to Neoliberalism in North America. Lanham, Maryland: Lexington Books.

ARTICULATION and CERTIFICATE INFORMATION

GAV GE:

GAV D
GAV F
GAV Area 4

CSU GE:

CSU D

IGETC:

IGETC 4
IGETC 4G

CALGETC:

CALGETC Area 4

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: ANTH4
CAN Sequence: XXXXXXXX
C-ID ANTH 120
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Course Control Number: CCC000558483
Sports/Physical Education Course: N
Taxonomy of Program: 220200
CIP: