CENTRAL TEXAS COLLEGE
SYLLABUS FOR ANTH 2351
CULTURAL ANTHROPOLOGY

Semester Hours Credit: 3

INSTRUCTOR:

OFFICE HOURS:

I. INTRODUCTION

A. The purpose of this course is to give the student a thorough introduction to the principles and processes of cultural anthropology. In addition, the student will be exposed to a number of schools of anthropological thought.

B. Coursework in cultural anthropology gives students powerful tools for making sense of society and culture, and an appreciation of both different cultures and of hierarchies and inequality in the 21st century world. This broad training in understanding culture and society is a perfect foundation for a wide array of careers, from medicine and the law to art and politics.

C. Introduction to Cultural Anthropology is an elective course of great practical value for any student pursuing a General Studies Degree or a Liberal Arts degree since it provides a broad perspective of inquiry which may be used as a background for other Liberal Arts disciplines. This course will also meet the requirement for a Humanities Elective, required under most degree plans.

D. In support of the objectives of the Texas core curriculum, the course provides significant exercise of students’ critical thinking, communication skills, teamwork, and empirical and quantitative skills. These objectives form a foundation of intellectual and practical skills that are essential for all learning.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making.
II. OVERALL OR GENERAL OBJECTIVES OF THIS COURSE

Upon successful completion of this course, Cultural Anthropology, the student will master specific unit objectives and will be able to:

A. Define anthropology with its breadth, depth and interest in global diversity.
B. Describe the four-field approach to anthropology and how the fields are interrelated.
C. Demonstrate the relationship of cultural anthropology and other sciences.

The following SCANS OCCUPATIONAL COMPETENCIES will be utilized during the course: C1, C5, C6, C7, C8, C9, C19, F1, F2, F6, F7, F11, F13, F16, F17

III. INSTRUCTIONAL MATERIALS

A. Text:

The instructional materials identified for this course are viewable through www.ctcd.edu/books

The required course materials will be available inside the Central Texas College Blackboard course or distributed by the instructor to the students via PDF files. This is available due by the creative commons license that permits instructors to copy, distribute or remix the chapters to suit educational needs as long as credit is provided to the original author and source of the material.

IV. COURSE REQUIREMENTS

A. Reading Assignments: Attached to each syllabus is the course outline, which breaks down each Lesson by chapter.

B. Study Skills: Getting organized: Organize your objectives and goals. Know what the reading assignment are, what lectures are required, what kind of tests will be given (refer to attached course outline).

V. EXAMINATIONS

A. The assessments are as follows:
   1. eight lesson quizzes
   2. one midterm
   3. one final exam

B. When a student is unavoidably absent for an examination, he is permitted to take a make-up exam. Please read the college catalog re: College policy on unexcused absences, doctor's excuses, etc. In cases of illness, see paragraph VII for specific delineating of "Attendance Policy".
VI. SEMESTER GRADE COMPUTATIONS

Midterm Exam = 20%
8 Lesson Quizzes = 40%
4 Discussion Activities = 20%
Final Exam = 20%

Total = 100%

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is as follows.

- 11-week session Friday of the 8th week
- 8-week session Friday of the 6th week
- 5-week session Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

D. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required.
before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

E. Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

* Your instructor will tell you which lessons or chapters will be covered on each examination.

A. Lesson One: The Development of Anthropological Ideas
   1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
      a. Identify the central concepts of cultural anthropology and describe how each of these concepts contributed to the development of the discipline.
      b. Describe the role anthropologists play in examining cultural assumptions and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
      c. Explain the relationship between early anthropology and colonialism and assess the ways in which the demise of colonialism changed the practice of anthropology.
      d. Evaluate the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.

   2. Learning Activities:
      a. Classroom lecture/discussion/movie
      b. Reading assignment: assigned article
      c. Bb Online Learning Activities

   3. Lesson Assessments
      a. Lesson Quiz
      b. Respond to Discussion Topic(s) for a grade.

B. Lesson Two: The Culture Concept

   1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
      a. Compare and contrast the ideas of ethnocentrism and cultural relativism.
b. Describe the role that early anthropologists Sir James Frazer and Sir E. B. Tylor played in defining the concept of culture in anthropology.

c. Identify the differences between armchair anthropology and participant-observer fieldwork and explain how Bronislaw Malinowski contributed to the development of anthropological fieldwork techniques.

d. Identify the contributions Franz Boas and his students made to the development of new theories about culture.

e. Assess some of the ethical issues that can arise from anthropological research.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned article
   c. Bb Online Learning Activities

3. Lesson Assessments

   a. Lesson Quiz
   b. Respond to Discussion Topic(s) for a grade.

C. Lesson Three: Doing Fieldwork – Methods in Cultural Anthropology & A Look into Media and Anthropology

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:

   a. Discuss what is unique about ethnographic fieldwork and how it emerged as a key strategy in anthropology.
   b. Explain how traditional approaches to ethnographic fieldwork contrast with contemporary approaches.
   c. Identify some of the contemporary ethnographic fieldwork techniques and perspectives.
   d. Discuss some of the ethical considerations in doing anthropological fieldwork.
   e. Summarize how anthropologists transform their fieldwork data into a story that communicates meaning.
   f. Identify the major categories of media that are studied by anthropologists.
   g. Explain how anthropologists explore the meaning of media and media experiences including the ways meaning can be shared or contested by individuals and communities.
   h. Evaluate innovative approaches to media anthropology including auto-ethnography, photo voice, participatory photography, and fabrication.

2. Learning Activities:
D. Lesson Four: Language

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Explain the relationship between human language and culture.
   b. Identify the universal features of human languages and the design features that make them unique.
   c. Describe the structures of language: phonemes, morphemes, syntax, semantics, and pragmatics.
   d. Assess the relationship between language variations and ethnic or cultural identity.
   e. Explain how language is affected by social class, ethnicity, gender and other aspects of identity.
   f. Evaluate the reasons why languages change and efforts that can be made to preserve endangered languages.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned article
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   e. Respond to Discussion Topic(s) for a grade.

E. Lesson Five: Subsistence & Economics

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Identify the four modes of subsistence and describe the major activities associated with obtaining food in each system.
   b. Explain the difference between wild and domesticated resources and how plants and animals are domesticated.
c. Explain the relationship between the subsistence system used in a society and the amount of private property or wealth differences that develop.
d. Assess the ways in which subsistence systems are linked to expectations about gender roles.
e. Categorize the social and economic characteristics associated with agriculture and describe the benefits and drawbacks of the agricultural subsistence system.
f. Analyze the ways in which the global agricultural system separates producers from consumers and contributes to wealth differences.
g. Appraise the ways in which human intervention in the environment has made it difficult to separate the “natural” from the human-influenced environment.
h. Define economic anthropology and identify ways in which economic anthropology differs from the field of Economics.
i. Describe the characteristics of the three modes of production: domestic production, tributary production, and capitalist production.
j. Compare reciprocity, redistribution, and market modes of exchange.
k. Assess the significance of general purpose money for economic exchange.
l. Evaluate the ways in which commodities become personally and socially meaningful.
m. Use a political economy perspective to assess examples of global economic inequality and structural violence.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned articles
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   f. Respond to Discussion Topic(s) for a grade.

F. Lesson Six: Sex, Gender, Sexuality and Family & Marriage

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Identify ways in which culture shapes sex/gender and sexuality.
   b. Describe ways in which gender and sexuality organize and structure the societies in which we live.
   c. Assess the range of possible ways of constructing gender and sexuality by sharing examples from different cultures, including small-scale societies.
   d. Analyze how anthropology as a discipline is affected by gender ideology and gender norms.
   e. Describe the variety of human families cross-culturally with examples.
f. Discuss variation in parental rights and responsibilities.

h. Identify the differences between kinship established by blood and kinship established by marriage.

i. Evaluate the differences between dowry and bride wealth as well as between different types of post-marital residence.

f. Recognize patterns of family and marriage and explain why these patterns represent rational decisions within the cultural contexts.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned articles
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   g. Respond to Discussion Topic(s) for a grade.

G. Lesson Seven: Race & Ethnicity and Political Anthropology

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:

   a. Define the term reification and explain how the concept of race has been reified throughout history.
   b. Explain why a biological basis for human race categories does not exist.
   c. Discuss what anthropologists mean when they say that race is a socially constructed concept and explain how race has been socially constructed in the United States and Brazil.
   d. Identify what is meant by racial formation, hypodescent, and the one-drop rule.
   e. Describe how ethnicity is different from race, how ethnic groups are different from racial groups, and what is meant by symbolic ethnicity and pan-ethnicity.
   f. Summarize the history of immigration to the United States, explaining how different waves of immigrant groups have been perceived as racially different and have shifted popular understandings of “race.”
   g. Analyze ways in which the racial and ethnic compositions of professional sports have shifted over time and how those shifts resulted from changing social and cultural circumstances that drew new groups into sports.
   h. Identify the four levels of socio-cultural integration (band, tribe, chiefdom, and state) and describe their characteristics.
   i. Compare systems of leadership in egalitarian and non-egalitarian societies.
j. Describe systems used in tribes and chiefdoms to achieve social integration and facilitate connections between people.
k. Assess the benefits and problems associated with state-level political organizations.
l. Evaluate the extent to which the Islamic State meets the formal criteria for a state-level political organization.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned article
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   h. Respond to Discussion Topic(s) for a grade.

H. Lesson Eight: Religion and Globalization

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:

   a. Define religion and explain its significance in human cultures.
   b. Summarize theories developed by anthropologists to explain the importance of supernatural beliefs in human communities.
   c. Identify the four elements of religion (cosmology, belief in the supernatural, rules of behavior, and rituals) and explain how each element contributes to religious practices.
   d. Define rites of passage, rites of intensification, and rites of revitalization and explain the purpose of each type of ritual.
   e. Define globalization and the 5 “scapes” that can be used to characterize global flows or exchanges.
   f. Explain the relationship between globalization and the creation of new “glocal” lifestyles and forms of consumption.
   g. Describe some of the ways people use agency to respond to globalization including syncretism and participation in alternative markets.
   h. Assess the relationship between globalization, neoliberalism, and neocolonialism.
   i. Evaluate the advantages and disadvantages of the intensification of globalization.
   j. Discuss the implications of globalization for anthropology.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: assigned article
   c. Bb Online Learning Activities
3. Lesson Assessments
   a. Lesson Quiz
   b. Respond to Discussion Topic(s) for a grade.