

Administrative Master Syllabus

Course Information

Course Title	Cultural Anthropology
Course Prefix, Num. and Title	ANTH 2351 Cultural Anthropology
Division	Social and Behavioral Sciences
Department	Psychology, Sociology and Anthropology
Course Type	Academic WCJC Core Course
Course Catalog Description	The study of human cultures. Topics may include social organization, institutions, diversity, interactions between human groups, and ethics in the discipline.
Pre-Requisites	TSI ELAR (Reading and Writing) requirements met
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:		
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

- description of what cultural anthropology is, what its distinctive characteristics are, and how the discipline of anthropology is traditionally subdivided
- an overview of the origins and history of anthropology as a professional academic discipline, including the relationship of anthropology to other related disciplines found within the social and behavioral sciences, the physical and biological sciences, and the humanities
- an overview of the major theoretical frameworks found within the discipline of anthropology
- a review of what anthropologists do today as well as what they have accomplished in the past and what they are likely to accomplish in the future
- an evolutionary overview, specifically, a presentation of the five major "types" of societies (or adaptive strategies): hunter-gatherers, horticulturalists, pastoral nomads, agriculturalists, and industrialists
- an anthropological overview of current trends in society toward post-industrialism
- an institutional overview, specifically, a presentation of cross-cultural variation in such institutional spheres as economic organization, political organization, etc., as well as a cross-cultural review of such major topics as socialization/enculturation, life-cycle practices, sexual differentiation, incest taboos, "modal" personality types, and so forth.
- an understanding of the concept of culture and the thesis that every society is based on an integrated culture that satisfies human needs and facilitates survival.
- an overview of various cultural groups and their practices, several examples being the Nuer of East Africa, cattle pastoralists, the Netsilik of Pelly Bay, Canada, intensive horticulturalists and fishers, and the Yanomamo of Venezuela.
- the relationship of how our own culture fits into the broad range of human cultural possibilities
- discussions of current events concerning the study of cultural anthropology

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Describe key concepts and methods of cultural anthropology.
2. Explain the concept of culture, cultural diversity, and culture change.
3. Demonstrate how anthropological concepts apply to addressing human and global challenges.

Methods of Assessment:

1. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of a departmental end-of-course assessment exam
2. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of a departmental end-of-course assessment exam
3. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of a departmental end-of-course assessment exam

Required text(s), optional text(s) and/or materials to be supplied by the student:

Kottak, *Anthropology: Appreciating Human Diversity*, 19th Ed. (or most recent edition), McGraw-Hill.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

For research papers, semester projects, essay exam questions, or other written learning components required by individual instructors as part of the course requirements, the following grading rubric will apply to assess learning and for grading of the assigned project:

- I. The assignment will have been based on a relevant topic or exercise related to the course goals included in this syllabus and in general (to incorporate the use of critical thinking/reasoning) , to the subject matter of the course and such assignment will have been of sufficient length (and research/writing effort) to merit the status of a major graded assignment and thereby, students will be expected to fulfill the spirit of the assignment in a professional and conscientious manner, and will be scored by the instructor taking the following grading criteria into account in determining the final grade of the assignment:
 - a. Fulfillment of the goals, requirements, and or other criteria required by the assignment
 - b. Correctness in following all instructions established by the assignment, including the format, documentation form, required length, numbers of sources, and so forth previously established by the instructor in making the assignment
 - c. Correctness in spelling, grammar, paragraph structures, abbreviate forms, etc. with thesis statement and supporting paragraphs/sections appropriate to the assignment.
 - d. Writing style commensurate to first or second year college students
 - e. Adherence to other assignment particulars and details as stated at the time of the assignment
- II. Any deadlines, due dates, or late work policies established for the assignment by the instructor will be used without exception in the final grading of the assignment.
- III. Some form of the written component examples included in this section (Section I above) are required by each instructor to fulfill the learning goals and objectives of this course and the grade from the written exercise(s) will be included as a major grade for each student enrolled without exception. The grade on the written component described herein may not be excluded in the calculation of the student's final grade for the course. Written components of this course should normally account for at least 20% of the student's final grade.
- IV. Reading assignments, both of the required textbook and/or outside readings are required of students and information from such readings will be included to a significant degree on the learning assessment methods used in the course.
- V. Class attendance, papers/projects, exams, discussions, presentations, and other learning assessments may all be used in determining the final grade for the course in proportions determined by the individual instructor with suggestions/requirements in mind from previous subsections of this section.

A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment – 25%

1 comprehensive end-of-course exam 25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course.

The general grading rubric for tests, papers, and projects will approximate as follows:

90% - 100%=A

80% - 89% =B

70% - 79% =C

60% - 69% =D

Below 60%= F

Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: ANTH 2351

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Explain the concept of culture, cultural diversity, and culture change.	-lecture/class discussion on social institutions and cross cultural differences -paper/project exploring cultural institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Demonstrate how anthropological concepts apply to addressing human and global challenges.	-lecture/class discussion on anthropological concepts -paper/project including learned concepts and/or their application toward further study	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: ANTH 2351

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Describe key concepts and methods of cultural anthropology.	-lecture/class discussion on concepts, methods, and competing theories in anthropology -paper/project exploring methods and competing theories	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Explain the concept of culture, cultural diversity, and culture change.	-lecture/class discussion on social institutions and cross cultural differences -paper/project exploring cultural institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: ANTH 2351

Core Objective:

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Explain the concept of culture, cultural diversity, and culture change.	-lecture/class discussion on social institutions and cross cultural differences -paper/project exploring cultural institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: ANTH 2351

Core Objective:

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Explain the concept of culture, cultural diversity, and culture change.	-lecture/class discussion on social institutions and cross cultural differences -paper/project exploring cultural institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam