



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Cultural Anthropology

**Course Prefix and Number** – ANTH 2351

**Department** – PSYC/SOCI

**Division** – Social & Behavioral Sciences

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**    3:3:0

**Equated Pay hours for course** - 3

**Course Catalog Description** – Key Concepts, methods and theory in the study of cultural diversity, social institutions, linguistics, and culture change among world people.

**Prerequisites/Co-requisites** – TSI Satisfied in Reading and Writing

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

*Prepared by* Rebecca McElroy

*Date* 9-13-13

*Reviewed by Department Head* Rebecca McElroy

*Date* 9-13-13

*Accuracy verified by Division Chair* Amanda Shelton

*Date* 9-13-13

*Approved by Dean or Vice President of Instruction* GG Hunt

*Date* 9-13-13



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

## II. Course Learning Outcomes

Course Learning Outcomes	Method of Assessment
<p><b>Upon successful completion of this course, students will:</b></p> <ol style="list-style-type: none"><li>1. Define, describe, and identify the characteristics of cultural anthropology and distinguish it from other social/behavioral sciences and humanities including theoretical frameworks and research methods and ethical considerations.</li><li>2. Explain the primary influence of linguistics on approaches to the cultural realm and the social realm.</li><li>3. Recognize and delineate the major approaches to the study of cultural anthropology.</li><li>4. Describe, list the distinguishing characteristics, and provide examples of the five major “types” of societies (or adaptive strategies): hunter-gatherers, horticulturalists, pastoral nomads, agriculturalists, and industrialists.</li><li>5. Define key terms that identify ways human beings order social relations such as sex and kinship, role and status (including ascribed and achieved status), category and group (including primary and secondary groups, formal and informal groups, and corporate groups), the life cycle and its simple components (including birth, childhood, adulthood, and death, birth practices, and child-rearing practices), socialization and enculturation, initiation ceremonies, socialization agents, and social stratification or inequality (including class and caste systems).</li><li>6. Describe cultural anthropology from the various institutional perspectives (political, economic, religious, familial, educational, health, etc.)</li><li>7. Read more advanced or scholarly works of a sociological nature without being impeded by a lack of understanding of the basic concepts,</li></ol>	<ol style="list-style-type: none"><li>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</li><li>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</li><li>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</li><li>4. 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</li><li>5. 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</li><li>6. 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</li><li>7. 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</li></ol>

<p>terms, and historical considerations common to practitioners of the discipline, especially within the area of race, ethnicity, and the study of minority and other cultural groups.</p> <p>8. Develop an appreciation for the intellectual analysis of the cultural world and develop conclusions about how the sociocultural world is interconnected and how such interconnections concerning human existence relate to everyday existence .</p>	<p>8. 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.</p>
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**III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.**

Kottak, Conrad Phillip. (2010) *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. 7<sup>th</sup> Ed. New York. McGraw-Hill. ISBN: 978-0-07-340524-7

**IV. Suggested Course Maximum - 35**

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

TV/DVD capability and internet connectivity

**VI. 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, abbreviative 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

\*Overall minimum percentages for all assessments are as follows: 20% Final exam; 20% Written assignments; 40% other assessments, i.e., projects, quizzes, and tests.

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_