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 various 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 Common 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:

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.

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

The instructional materials identified for this course is available to the student within the Blackboard course and/or from websites identified in the course.

The student is expected to have access to the internet on a regular basis. The Master Course is available in Blackboard.

IV. COURSE REQUIREMENTS

A. Reading Assignments: Attached to the syllabus is the course outline which breaks down each lesson by assigned articles.

B. Study Skills: Getting organized: Organize your objectives and goals. Know what the reading assignments are and what kind of activity and/or assessment will be given.

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 if appropriate documentation accompanies such a missed exam.

VI. SEMESTER GRADE COMPUTATIONS
Midterm Exam = 15%
8 Lesson Quizzes = 24%
Discussion Activities = 28%
Lesson activities = 18%
Final Exam = 15%

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 State of Texas Census requirements. The instructor will report the non-engagement in the course on the official census date leading to withdrawal from the course.

C. 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.

VIII. COURSE OUTLINE

* Your instructor will tell you which lessons or articles/information will be covered on each examination.

A. Lesson One: The Development of Anthropological Ideas & The Culture Concept
   1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
      a. Identify the central concepts of cultural anthropology.
      b. Describe how each concept contributed to the development of anthropology.
      c. Describe the role anthropologists play in examining cultural assumptions.
      d. Explain how the anthropological perspective differs from both ethnocentricism and American exceptionalism.
      e. Explain the relationship between early anthropology and colonialism and the ways in which the demise of colonialism changed the practice of anthropology.
      f. Evaluate the specializations that exist within contemporary anthropology and the range of questions and concerns anthropologists address.
      g. Compare and contrast the ideas of ethnocentrism and cultural relativism.
      h. Describe the role that early anthropologists played in defining culture.
      i. Identify the differences in fieldwork from early research to 21st century fieldwork techniques.
      j. Identify and describe the contributions of Franz Boas to the development of new theories about culture.
      k. Evaluate some of the ethical issues that arise from anthropological research.

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

   3. Lesson Assessments
      a. Lesson Quiz

B. Lesson Two: Doing Fieldwork: Methods in Cultural Anthropology & Language

   1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
      a. Describe what is unique about ethnographic fieldwork.
      b. Describe how ethnographic fieldwork emerged as a key strategy in anthropology.
c. Explain how traditional approaches to ethnographic fieldwork contrast with contemporary approaches.
d. Identify some of the contemporary ethnographic fieldwork techniques and perspectives.
e. Discuss ethical considerations in doing anthropological fieldwork.
f. Summarize how anthropologists transform their fieldwork data into a story that communicates meaning.
g. Explain the relationship between human language and culture.
h. Identify the universal features of human languages and the design features that make them unique.
i. Identify and describe the structures of language: phonemes, morphemes, syntax, semantics and pragmatics.
j. Evaluate the relationship between language variations and ethnic or cultural identity.
k. Explain the influence of social class, ethnicity, gender and other aspects of identity on language.
l. Discuss the reasons that languages change.
m. Identify efforts that can be made to preserve endangered languages.

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

3. Lesson Assessments
   a. Lesson Quiz

C. Lesson Three: Subsistence and 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 for each system.
   b. Explain the difference between wild and domesticated resources and how plants and animals were domesticated. Identify the interrelated levels of organization in language.
   c. Assess the ways in which subsistence systems are linked to expectations about gender roles.
   d. Identify the social and economic characteristics associated with agriculture and describe the drawbacks and benefits of the agricultural subsistence system.
   e. Analyze the ways in which the global agricultural system separates producers from consumers and contributes to wealth differences.
f. Describe the ways in which human intervention in the environment has made it difficult to separate the “natural” from the human-influenced environment.
g. Define economic anthropology and identify ways in which economic anthropology differs from the field of Economics.
h. Describe the characteristics of the three modes of production: domestic production, tributary production and capitalist production.
i. Compare reciprocity, redistribution, and market modes of exchange.
j. Assess the significance of general purpose money for economic exchange.
k. Evaluate the ways in which commodities become personally and socially meaningful.
l. Use a political economy perspective to assess examples of global inequality and structural violence.

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

3. Lesson Assessments
   a. Lesson Quiz

D. Lesson Four: Political Anthropology & Family and Marriage

1. Unit Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Identify the four levels of sociocultural integration (band, tribe, chiefdom, and state) and describe their characteristics.
   b. Compare systems of leadership in egalitarian and non-egalitarian societies.
   c. Describe systems used in tribes and chiefdoms to achieve social integration and encourage connections between people.
   d. Assess the benefits and problems associated with state-level political organizations.
   e. Evaluate the extent to which the Islamic-State meets the formal criteria for a state-level political organization.
   f. Describe the variety of human families cross-culturally with examples.
   g. Discuss variation in parental rights and responsibilities.
   h. Distinguish between matrilineal, patrilineal, and bilateral kinship systems.
   i. Identify the differences between kinship established by blood and kinship established by marriage.
   j. Evaluate the differences between dowry and brideweath as well as between different types of post marital residence.
   k. Identify patterns of family and marriage.
   l. Explain why patterns of family represent rational decisions within the cultural contexts.
E. **Lesson Five: Race & Ethnicity and Gender & Sexuality**

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 social construct and give examples.
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-identity.
f. Summarize the history of immigration to the United States, explaining how different waves of immigrant groups have been perceived as racially different and 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 ways in which culture shapes sex/gender and sexuality.
i. Describe ways in which gender and sexuality organize and structure the societies in which we live.
j. Assess the range of possible ways of constructing gender and sexuality by sharing examples of different cultures.
k. Analyze how anthropology as a discipline is affected by gender and ideology and gender norms.
l. Evaluate cultural “origin” stories that are not supported by anthropological data.

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

3. **Lesson Assessments**
   
b. Lesson Quiz
F. Lesson Six: 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 four elements of religion according to assigned article 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 terms globalization and glocal.
   f. Describe some of the ways people use agency to respond to globalization including syncretism and participation in alternative markets.
   g. Assess the relationship between globalization, neoliberalism, and neocolonialism.
   h. Discuss the implications of globalization for anthropology.

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

3. Lesson Assessments
   a. Lesson Quiz

G. Lesson Seven: Culture and Sustainability & Health and Medicine

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

   a. Identify methods and theories anthropologists use to examine human interaction with the environment.
   b. Define political ecology and explain its relationship to anthropology.
   c. Describe the Anthropocene and discuss how anthropology contributes to understanding the human role in environmental destruction.
   d. Explain how anthropology contributes to public discussions and the creation of public policy with lawmakers, activists, corporations, and others regarding major environmental challenges.
   e. Define the biocultural perspective and provide examples of how interactions between biology and culture have effected human biology.
   f. Identify four ethno-etiologies and describe how each differs in explaining the root cause of the illness.
   g. Discuss examples of culture-bound syndromes.
   h. Evaluate the positive and negative effects of biomedical technologies.
2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: Articles
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz

H. Lesson Eight: Media Anthropology, Seeing Like an Anthropologist, and Public Anthropology

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Describe the history of media anthropology including initial resistance to media as a topic of anthropological study.
   b. Identify the major categories of media that are studied by anthropologists.
   c. Evaluate innovative approaches to media anthropology including the ways meaning can be shared or contested by individuals and communities.
   d. Identify ways in which “seeing like an anthropologists” differs from the approach to local cultures used by international development agencies.
   e. Explain why “harmful traditional practices” are prioritized for change by development agencies and describe how negative attitudes toward these practices can be examples of “bad for them, okay for us.”
   f. Assess the reasons why anthropological perspectives and techniques tend to have a limited impact on the design or goals of international development projects.
   g. Explain how the structure of academic careers, topical specialization and writing styles contribute to difficulty with communicating findings from academic anthropology.
   h. Identify examples of anthropological research that has contributed to the public good.
   i. Define publish anthropology and distinguish it from academic anthropology and applied anthropology.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: 3 Articles
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz