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Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ANTH 202
Course Title: Cultural Anthropology

Year: 2019-2020
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Cultural Anthropology focuses on understanding current living human cultures, and the beliefs and practices that make social life possible. Special attention is given to cultural areas, including family and kinship structure, economic organization, gender roles, enculturation, spirituality and religion, human rights and stratification, cultural change and globalization. This course is designed to broaden one's worldview of people living in various cultures. The issues of ethnocentrism and cultural relativism are addressed through cross-cultural perspectives. Students will also conduct interviews and observation and research a specific culture of their choice. ANTH 202 fulfills the SUNY General Education Other World Civilizations or the Social Sciences requirement. An honors section is offered. Prerequisites: Prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course is part of the Liberal Arts Social Science curriculum and can be used as a social science or unrestricted elective. This course is required for both Social Science and International Studies majors. It should be accepted as a social science (liberal arts) course for transfer purposes and is appropriate for those interested in cultural studies. The course satisfies either the Social Science or the Other World Civilizations SUNY General Education requirements

ANTH 202 contributes to the following Liberal Arts-Social Science Program outcomes:

- a. Demonstration of a range of appropriate and effective written and oral communication skills that reflect social scientific analysis, reasoning, and argumentation.
- b. Determination of when social science information is needed and demonstration of the ability to locate, critically evaluate, and effectively use such information.
- c. Application of social science research skills, methods, and theoretical principles.
- d. Demonstration of an understanding of global interdependence and an appreciation of human behavior within diverse cultural contexts.

Basic Skills/Entry Level Expectations

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- Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.
Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

As a result of taking Cultural Anthropology, the student will:

1. Understand the pervasive influence of culture both within a culture and between cultural groups.
2. Apply anthropological knowledge and theory to contemporary cultural case studies.
3. Practice using multiple perspectives and thus broaden his/her world view in understanding some of the universalities and unique traits amongst cultures.

Course Objectives/Topics

Objective/Topic	% Course
The student will be able to understand the scope of Cultural Anthropology, i.e., how it relates to other disciplines, and applies to his/her life and vocation.	60-80%
The student will be able to describe the major theories of Cultural Anthropology and apply them to "living" cultures and evaluate their effectiveness in understanding the given culture.	10-20%
The student will be able to describe the major anthropological concepts, e.g., family/kinship, religion, economic systems, cultural change, gender roles, language, etc., and how they are interrelated, and specifically examine these in contemporary case studies.	70%
The student will be able to demonstrate an understanding of ethnographic research methods and strategies. These include qualitative interviewing, participant observation, and writing fieldnotes.	20%
The student will be able to navigate academic journal databases, retrieve and evaluate research sources, and synthesize these with an anthropological theme.	20%
The student will be able to demonstrate in-depth knowledge of one specific culture or anthropological theme that is independent of case studies examined in class. The student will express his/her understanding via a comprehensive research paper (or two mini papers) and oral presentation.	40%
The student will practice cooperative team work in the context of presenting their research projects, as well as short term team tasks assigned in class.	20%
The student will be able to analyze components of the modern world system and synthesize anthropological concepts with the contemporary process of globalization, and current development projects.	10%
NOTE: The sum of the percentages of course time assigned to each objective exceeds 100%, as many objectives are simultaneously developed and reinforced throughout the course.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➤ Develop meaningful questions to address problems or issues. ➤ Gather, interpret, and evaluate relevant sources of information.	Writing an analysis of three or more case study culture readings- These analyses can include creating two questions related to the reading. Students read case studies and write an analysis that they then discuss in small groups. Students are asked to choose a culture to conduct research. Researching primary and secondary sources to write a Culture Study is highly recommended with at least 4 academic sources. An alternative is to write two mini Culture Studies.

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<ul style="list-style-type: none"> ➤ Reach informed conclusions and solutions. ➤ Consider analytically the viewpoints of self and others. 	<p>Students are asked to create and then explore a research question, synthesizing information from a variety of sources. Almost all of our class activities and assignments focus on expanding ones world view, by practicing cultural relativism as we read and write about other cultures.</p> <p>It is recommended that a section of the Culture Study focus on the conclusions of the research question and pose further questions.</p> <p>Cross-cultural analysis invites students to not only understand another culture, but to use that as a mirror to examine one's own culture and where one is in that culture. Self reflection often takes place in small group discussions. Instructors may also wish to incorporate journal writings in to the course.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>This course centers on expanding students' worldviews by increasing their understanding of peoples of various cultures. Almost all of our class activities and assignments focus on expanding ones world view, by practicing cultural relativism as we read and write about other cultures.</p> <p>Through cross-cultural comparison students have a clearer understanding of their own actions socially. Deeper efection occurs in Analyses papers, small group discussions, and the option of journal writing.</p> <p>As stated above through cross-cultural comparisons students sharpen their understanding of their own economic behavior especially when studying globalization. Including a unit on Globalization with its economic consequences and inequities between Western and non-Western countries.</p> <p>This course is attempting to also increase the environmental awareness across the world. At least one case study is to include a focus on how people in a different culture use/ reuse their resources and how cultures adapt to a changing environment.</p>

Instructional Methods

A combination of approaches to match the vast array of student learning styles seems to work well. These can include lecture combined with active classroom dialogue; small group work on specific tasks and mini-demonstrations to the class; team research (in groups of four or so); team oral presentations to the class (including an activity that engages the class in active learning); one-to-two computer lab sessions (instructor provides training and consultation to research); one-to-one dialogue (instructor meets with student in office and student presents research addressing one of three questions); student facilitation of small groups.

Methods of Assessment/Evaluation: The following is suggested, but can be flexible according to individual instructors.

Method	% Course Grade
Research Project - Culture Study, or two Mini Culture Studies	20-30%
Essay Exam or short answer exam(s)	20%
Set of three Analyses on anthropological readings, or other short written assignments	10-20%
Quiz(es)	10-20%

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Class Participation	10%
Other Exercises (can include interview, observation, etc.)	10%
Oral presentation of Culture Study (recommended to present in teams sharing a theme)	10%

Note: Choose one of the following texts and one of the following Readers

Texts: Note:

Miller, Barbara. *Cultural Anthropology in a Globalizing World*, second edition, Prentice Hall

OR

Peoples, James. *Humanity: An Introduction to Cultural Anthropology*, Wadsworth: Cengage Learning

OR

Kottak, Conrad. *Mirror for Humanity*, Latest Edition, McGraw-Hill Publishing Company.

Recommended (one main text and a reader)

Readers:

Peters-Golden, Holly. *Culture Sketches: Case Studies in Anthropology*, fifth edition, McGraw Hill.

OR

Portraits of Culture: Ethnographic Originals (custom published for this course), Ember, Ember, and Levinson, Latest Edition, Simon and Shuster, Inc.

OR

Engilini, Elvio. *Annual Editions: Anthropology 10/11* or most recent edition

An anthropological Case Study. For example: Hull, Cindy. *Katun*

See "New Immigrant Series", for example:

Holtzman, Jon D. *Nuer Journeys, Nuer Lives: Sudanese Refugees in Minnesota*, Allyn and Bacon

Pessar, Patricia. *A Visa for a Dream: Dominicans in the United States*, Allyn and Bacon

Note: Open On-line Resources are also encouraged to supplement class materials. For example MIT has some helpful free course materials.

Bibliography

Recommended Journals:

African Forum

African Studies Bulletin

Archaeology

American Anthropologist

Americas

Asia and African Review

Asian Survey

Bioscience

Heredity

Human Biology

Journal of Asian Studies

Journal of Genetics Psychology

Modern Language Journal

National Geographic

Natural History

New York Times Magazine Section

Popular Archaeology

Research Quarterly

Science

Science News

Scientific American

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Classic works in anthropology:

Ardrey, Robert. Territorial Imperative
Benedict, Ruth. Patterns of Culture
Boas, Franz. The Mind of the Primitive Man
Brameld, T. The Remaking of Culture
Carthy, J.D. Natural History of Aggression
Clark, LeGros. They Sang for Horses
Dalton, George. Tribal and Peasant Economics
Davies, A.F., ed. Australian Society
Durkheim, Emile. Elementary Forms of the Religious Life
Eggan, Fred. The American Indian
Herskovitz, M.J. Cultural Anthropology
Hawkes, Jacques. World of the Past (2 vols.)
Jacobs, Melville. The Anthropologist Looks at Myth
Kluckhohn, Clyde. Mirror for Man
Kroeber, Alfred. Anthropology
Levi-Strauss, Claude. Structural Anthropology
Linton, Ralph. The Study of Man
Malinowski, Bronislaw. Argonauts of the Western Pacific
Mead, Margaret. Coming of Age in Samoa
Radcliffe-Brown, A.R. The Andaman
Redfield, Robert. The Folk Culture of the Yucatan
Sapir, Edward. Language
Tax, Sol. Horizons in Anthropology
Turnaball, C.M. The Lively African
Tylor, Edward. Primitive Culture
Vaillant, G.C. Aztecs of Mexico

More recent anthropological works:

Emerson, Fretz, and Shaw. Writing Ethnographic Fieldnotes
Schensul, Schensul, and LeCompte. Essential Ethnographic Methods
Tannen, Deborah. You Just Don't Understand

Other Learning Resources

Audiovisual

Check listing at the Media desk. They have a variety of videos/ DVD's that can be used in class. Videos can be easily posted on-line for student's viewing.

Electronic

Recommended to reserve library computer lab and demonstrate use of TC3 electronic data bases. No resources specified
Adding an on-line platform to the course is encouraged.

Other

Also we have acquired some nice video/DVD collection in housed at the Media Desk. For example "The Visitor" (on immigration), "God Grew Tired of Us" (on South Sudan refugees), "The Amish". Netflix is also available via the library. Tape Recorders are available for students who conduct interviews, from the media desk.