

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ANTH202

Year: 2025-2026

Course Title: Cultural Anthropology

Credit Hours: 3

I. 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 an interview or observation and research a specific culture of their choice. ANTH202 fulfills the SUNY General Education Social Sciences requirement. An honors section is occasionally offered. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. This course is required for all Liberal Arts and Sciences - Social Science A.S. and International Studies A.S. majors. |
| 2. Some sections use Open Educational Resources (OER). |
| 3. For Honors sections, expanded work on the Culture Study and facilitation of groups is required. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Describe and apply cultural relativism in order to increase cross-cultural understanding, based on anthropological sources. |
| 2. Orally communicate a clear understanding of cultural relativism as applied to a specific Culture. |
| 3. Use anthropological research methods (e.g., Observation, Interview, etc.). |
| 4. Investigate an anthropological question based on anthropological sources. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

Revised 11-21/C. Stavenhagen-Helgren

ILO: Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #2: Orally communicate a clear understanding of cultural relativism as applied to a specific culture.

ILO: Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

SLO #4: Investigate an anthropological question based on anthropological sources.

ILO: Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO #4: Investigate an anthropological question based on anthropological sources.

ILO: Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLO #1: Describe and apply cultural relativism in order to increase cross-cultural understanding, based on anthropological sources.

AND **SLO #4:** Investigate an anthropological question based on anthropological sources.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Liberal Arts & Sciences - Social Science A.S.

PLO #1: Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #2: Orally communicate a clear understanding of cultural relativism as applied to a specific culture.

PLO #3: Investigate a question using the research process of at least one Social Science discipline.

SLO #4: Investigate an anthropological question based on anthropological sources.

PLO #4 Use evidence to describe (1) how privilege & inequality are socially and/or historically constructed and (2) how these shape [students'] lives.

SLO #1: Describe and apply cultural relativism in order to increase cross-cultural understanding, based on anthropological sources.

International Studies A.S.:

PLO #1: Build cross-cultural awareness and understanding of multiple and intersecting dimensions of cultural diversity (including, but not limited to, race, ethnicity, gender, nationality, religion, language, class, physical environment, and economics).

SLO #1: Describe and apply cultural relativism in order to increase cross-cultural understanding, based on anthropological sources.

AND **SLO #4:** Investigate an anthropological question based on anthropological sources.

PLO #2: Demonstrate an understanding of culture groups and apply social science to explore specific human problems and concrete solutions that place local cultures at the center of decision-making.
Aligns with SLO #4

PLO#3: Demonstrate rigorous research skills and strong written and oral presentation skills.

SLO #4: Investigate an anthropological question based on anthropological sources.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☒ GENERAL EDUCATION CATEGORY - Area(s): **Social Sciences**

Note: this course used to fulfill the Other World Civilizations category when that was active.

Note: with the upcoming changes at the SUNY level, this course will most likely fulfill the Global and Diversity goals.

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

Social Sciences

- Describe major concepts and theories of at least one discipline in the social sciences.

SLO #1: Describe and apply cultural relativism in order to increase cross-cultural understanding, based on anthropological sources.

- Demonstrate an understanding of the methods social scientists use to explore social phenomena.

SLO #3: Use anthropological research methods (e.g., Observation, Interview, etc.).

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Cultural Relativism and Ethnocentrism
2. Ethnographic research methods and strategies. These include qualitative Interviewing and/or Observing, and ethical considerations.
3. Applying Cultural Relativism to culture groups (instructor chooses cultures).
4. Major anthropological concepts, e.g., family/kinship, religion and spirituality, economic systems, cultural change, gender roles, language, etc., and how they are interrelated.
5. Cultural Change and Globalization (apply to current events- e.g., refugees, human rights)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams and quizzes	30%
2. Culture Study Project or Interview Project	20-30%
3. Oral Presentation(s)	10-20%
4. Discussion and Group Participation	20-30%
5. Cross-cultural Learning Exercises (e.g., Observation, etc.)	10-20%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

Open Educational Resources (OER)

1. <i>Perspectives: An Open Invitation to Cultural Anthropology</i> (revised for this class specifically) Edited by Nina Brown, Laura Tubelle de Gonzalez and Thomas McIlwraith. Compiled by Christina Stavenhagen-Helgren ISBN 978-1-64176-044-7
2. OER Reader - Cultural Anthropology Course Pack Reader ANTH 202 Prof. Christina Stavenhagen-Helgren (This Reader is in-house, compiled by TC3 librarians.)

Print

1. Peoples, James. <i>Humanity: An Introduction to Cultural Anthropology</i> . Wadsworth: Cengage Learning
2. Kottak, Conrad. <i>Mirror for Humanity</i> . Latest Edition, McGraw-Hill Publishing Company. Or
3. Miller, Barbara. <i>Cultural Anthropology in a Globalizing World</i> . current edition, Prentice Hall

Editions listed are current as of date of syllabus. Editions that are more recent may be used.

VIII. Bibliography of Supplemental Materials

Peruse the above textbooks that you don't use as primary text, to supplement lectures. Also:

1. Peters-Golden, Holly. <i>Culture Sketches: Case Studies in Anthropology</i> . Current edition, McGraw Hill.
2. Ember and Ember, and Levinson, <i>Portraits of Culture: Ethnographic Original</i> . Current edition, Simon and Shuster, Inc.
3. Engilini, Elvio. <i>Annual Editions: Anthropology</i> .

Classic works in anthropology

1. Boas, Franz. <i>The Mind of the Primitive Man</i>
2. Brameld, T. <i>The Remaking of Culture</i>
3. Durkheim, Emile. <i>Elementary Forms of the Religious Life</i>
4. Eggan, Fred. <i>The American Indian</i>
5. Kluckhohn, Clyde. <i>Mirror for Man</i>
6. Levi-Strauss, Claude. <i>Structural Anthropology</i>
7. Malinowski, Bronislaw. <i>Argonauts of the Western Pacific</i>
8. Mead, Margaret. <i>Coming of Age in Samoa</i>
9. Redfield, Robert. <i>The Folk Culture of the Yucatan</i>
10. Sapir, Edward. <i>Language Tax</i> , Sol. Horizons in Anthropology

More recent anthropological works:

1. Bernard, Russell H. <i>Research Methods in Anthropology: Qualitative and Quantitative Approaches</i>
2. Emerson, Fretz, and Shaw. <i>Writing Ethnographic Fieldnotes</i>
3. Tannen, Deborah. <i>You Just Don't Understand</i>

Editions listed are current as of date of syllabus. Editions that are more recent may be used.

IX. Other Learning Resources

Audiovisual: “God Grew Tired of Us” (on South Sudan refugees), “The Amish”, “Abrazos” (migrant and family separation), “Marriages in Heaven” (arranged marriage) - available in the College Library

Electronic: “Films on Demand” and the Human Relations Area Files (HRAF): Cultural Information for Education and Research

Other: None specified

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student’s performance must be based on that student’s work. Any action taken by a student that would result in misrepresentation of someone else’s work or actions as the student’s own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor’s signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.