Master Course Syllabus

Course Discipline and Number: SOCI 220   **Year: 2023-2024**

Course Title: Applied Anthropology in a Globalizing World   **Credit Hours: 3**

I. Course Description: This course prepares students for citizenship in a global society by focusing on the challenges of globalization and development and its impact on micro-cultures. Focus is placed on local people's views and skills as central to development. Differences between western and indigenous views are also examined. Students are introduced to the history and theories of Development (applied) Anthropology, with special attention given to recent case studies. Examination of the role of applied anthropologists are considered, including ethics, research tools, people-entered appropriate technology, environmental and cultural sustainability, and the participatory model of development. ANTH 220 fulfills the SUNY General Education Other World Civilizations requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ANTH 202 and ENGL 101. 3 Cr. (3 Lec.) Spring semester.

II. Additional Course Information:

1.	This is a required course in the International Studies A.S. major.
2.	This course can fulfill a social science, liberal arts, or unrestricted elective.
3.	This course has applied anthropology research opportunities, which can include hands-on interviewing, observation, and participating in local community service or events.
4.	This course includes focus on current challenging issues which can include immigration, class and racial discrimination.
5.	SOCI 220 is cross-listed as ANTH 220.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.	Describe and apply cultural relativism to specific case studies in a distinct culture.
2.	Orally communicate a clear understanding of Applied Anthropology to a community project/issue or NGO (non-governmental organization).
3.	Describe and apply globalization and its effect on specific cultures.
4.	Apply anthropology on a micro level to specific human problems and explore concrete solutions.

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:

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

> **SLO #2** Orally communicate a clear understanding of Applied Anthropology to a community project/issue or NGO (non-governmental organization)

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

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

> **SLO #4** Apply anthropology on a micro level to specific human problems and explore concrete solutions.

☐ Use technology appropriate to their discipline.

☒ 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 #2** Orally communicate a clear understanding of Applied Anthropology to a community project/issue or NGO (non-governmental organization); and

> **SLO #3** Describe and apply globalization and its effect on specific cultures.

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 Applied Anthropology to a community project/issue or NGO (non-governmental organization).

PLO #3 Investigate a question using the research process of at least one Social Science discipline.
> **SLO #4** Apply anthropology on a micro level to specific human problems and explore concrete solutions.

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, economics).

> **SLO #1** Describe and apply cultural relativism to specific case studies in a distinct culture to specific case studies.
> **SLO #2** Orally communicate a clear understanding of Applied Anthropology to a community project/issue or NGO (non-governmental organization).
> **SLO #3** Describe and apply globalization and its effect on specific cultures.

SLO #4 Apply anthropology on a micro level to specific human problems and explore concrete solutions.

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

SLO #4 Apply anthropology on a micro level to specific human problems and explore concrete solutions.

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

SLO #2 orally communicate a clear understanding of Applied Anthropology to a community project/issue or NGO (non-governmental organization).

SUNY General Education Outcomes: Other World Civilizations

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): **N/A**

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

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

V. Essential Topics/Themes

1.	Applying cultural relativism to understand challenges specific cultures face.
2.	Cultural change and globalization (apply to current events- e.g. refugees, migration, effects on cultures, human rights).
3.	Applying Anthropology to a community project/issue or NGO (non-governmental organization) and exploring solutions that include the local people's voices.
4.	Native People's rights, and the role of an anthropologist.
5.	Development theory and practical application.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Short written assignments/reflections	20-30%

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2.	Exams/ Quizzes	20-30%
3.	Case Study Research Paper	20-30%
4.	Case Study Presentation	10%
5.	Participation and in-class exercises	20-30%

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

1.	Gardner, Katy and David Lewis. 1996. *Anthropology, Development, and the Post-Modern Challenge.* Chicago: Pluto Press. (or use part of this text- Chapter 4 is very helpful)
2.	Conde-Frazier. *Listen to the Children: Conversations with Immigrant Families*. Judson Press, 2011
3.	Gmelch, Sharon and Gmelch, George. 2012. *The Parish Behind God's Back: The Changing Culture of Rural Barbados.* Waveland Press.

☒ Recommended

1.	Blaser, Mario, Harvey A. Feit, and Glenn McRae, eds. 2004. *In the Way of Development: Indigenous Peoples, Life Projects, and Globalization.* New York: Zed Books

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1.	Farmer, Paul. 2010. *Haiti: After the Earthquake.* Paul Farmer, director of Partners In Health, an NGO in Haiti, and applied anthropologist, shares accounts of what took place during and after the Earthquake of Jan. 2010.
2.	Farmer, Paul. 2003, 2005. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press. Examines social and health rights as human rights. Helpful examples from Rwanda and Haiti. Examines the roles of NGOs and governments.
3.	Hodgson, Dorothy L. 2004. *Once Intrepid Warriors: Gender, Ethnicity, and the Cultural Politics of Maasai Development.* Bloomington: Indiana University Press. Examines how development and globalization affect the Maasai (of Kenya) identity and gender roles today.
4.	Loker, William. 2004. Changing Places: Environment, Development, and Social Change in Rural Honduras. Durham, NC: Carolina Academic Press.
5.	Manz, Beatriz. 2004. *Paradise in Ashes: A Guatemalan Journey of Courage, Terror, and Hope.* Berkeley: University of California Press.
6.	Sen, Amartya. 1999. *Development as Freedom*. New York: Anchor Books.
7.	Schumacher, E.F. 1973. *Small is Beautiful*. London: Blond and Briggs. A classic which explains what appropriate technology (AT) is when using a *people-centered* approach on a small scale.
8.	Wallerstein, Immanuel 1974. *The Modern World System: Capitalistic Agriculture and the Origins of the European World Economy in the Sixteenth Century.* New York: Academic Press.
9.	Wolf, Eric. 1982. *Europe and the People without History.* Berkeley: University of California Press

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: *Coffee, Corn, and the Cost of Globalization.* DVD 2004 MCC production (effects of NAFTA on villagers in Mexico)

Personal stories from Haiti Post-Earthquake and community rebuilding
http://www.mcc.org/stories/videos/findinghope-haiti
http://www.mcc.org/stories/videos/haiti-earthquake-home-repair sept 11;
http://www.mcc.org/stories/galleries/mcc-haiti-path-recovery ;
http://travel.nationalgeographic.com/travel/countries/haiti-map/

 Paul Farmer http://www.youtube.com/watch?v=xJpZnUjtorI

Film- Here/There Migration stories and Identity and challenges
https://ezproxy.tc3.edu:2065/p_ViewVideo.aspx?xtid=150133&tScript=0

Film- Made In China- Family migration and separation
https://ezproxy.tc3.edu:2065/p_ViewVideo.aspx?xtid=49784&tScript=0

This Is The Story Of Alaska Natives' Fight For Their Land [Our Fight To Survive, Pt. 1]

Abrazos (Guatemalan family separation due to migration)

God Grew Tired of Us (Lost Boys of Sudan fleeing to refugee camp, then to U.S.)

Electronic: Many TC3 library databases including Academic Premier, ProQuest, and Science Direct will provide access to peer reviewed journal articles and books.

Other: The instructor may seek out guest speakers and service learning opportunities in local surrounding communities.

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 his or her 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 his or her own. If the student uses the words or ideas of someone else, he or she 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.