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 a number of 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 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:

A. Define anthropology with its breadth, depth and interest in global diversity.
B. Describe the four-field approach to anthropology and how the fields are interrelated.
C. Demonstrate the relationship of cultural anthropology and other sciences.

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 are viewable through www.ctcd.edu/books

The required loose-leaf physical book will be available at the CTC bookstore and through our online Bookstore Vendor. There is an eBook available through VitalSource found at https://www.vitalsource.com/

IV. COURSE REQUIREMENTS

A. Reading Assignments: Attached to each syllabus is the course outline, which breaks down each assignment by chapter.

B. Study Skills: Getting organized: Organize your objectives and goals. Know what the reading assignment are, what lectures are required, what kind of tests will be given (refer to attached course outline).

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. Please read the college catalog re: College policy on unexcused absences, doctor's excuses, etc. In cases of illness, see paragraph VII for specific delineating of "Attendance Policy".
VI. SEMESTER GRADE COMPUTATIONS

Midterm Exam = 20%
8 Lesson Quizzes = 40%
5 Discussion Activities = 20%
Final Exam = 20%

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 College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

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 chapters will be covered on each examination.

A. Lesson One: What is Anthropology? & Culture

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Describe what is meant by the statement that anthropology is the holistic and comparative study of humanity.
   b. Identify the four primary types of human adaptation.
   c. Identify, distinguish, and describe the four subfields of U.S. anthropology.
   d. Describe why anthropology is considered a social science, how it integrates scientific and humanistic perspectives, and the role that the scientific method plays in structuring anthropological research and explanation.
   e. Define the dimensions of culture.
   f. Provide examples of cultural universalities, generalities, and particularities.
   g. Identify the three levels of culture described by Kottak and address why it is important to differentiate among them.
   h. Distinguish between ethnocentrism and cultural relativism and consider how both relate to human rights.
   i. Identify and describe the mechanisms of cultural change.
   j. Define globalization and discuss how people may affect and be affected by the interrelated forces of globalization.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 1 & 2
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   b. Respond to Discussion Topic(s) for a grade.

B. Lesson Two: Applied Anthropology & Method and Theory in Cultural Anthropology

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Describe the relationship between academic and applied anthropology.
   b. Identify the historical approaches to applying anthropological knowledge that Kottak describes and the ethical issues raised through these approaches.
c. Identify the three different roles or actions Kottak identifies for applied anthropologists today.
d. Identify how anthropological research has contributed to the field of education and to particular school environments.
e. Identify what academic and applied urban anthropologists study and the contemporary world context of urban growth in which they conduct their research.
f. Identify the subject matter and scope of medical anthropology.
g. Identify the three different kinds of disease theories and consider how they differ.
h. Identify the key features of anthropology applied in the field of business and the types of research in which anthropologists are likely to engage.
i. Describe how people utilize anthropology degrees in different occupations.
j. Identify and distinguish among the major ethnographic techniques, and describe how and why these techniques would be used.
k. Discuss the history of ethnography and how more recent interpretive, dialogic, and reflexive approaches have conceptualized the research and writing of ethnography.
l. Describe how contemporary ethnographers approach the space and scale of culture in their work.
m. Identify the major theoretical trends in anthropology over time.
n. Identify anthropological theorists and their topics.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 3 & 13
   c. Bb Online Learning Activities

3. Lesson Assessments

   a. Lesson Quiz
   c. Respond to Discussion Topic(s) for a grade.

C. Lesson Three: Language and Communications & Ethnicity and Race

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

   a. Describe the structure and nature of animal communication and how it differs from human communication.
   b. Identify nonverbal forms of communication like gestures, facial expressions, and body movements, and consider how these form an interwoven part of spoken language.
   c. Identify the interrelated levels of organization in language.
d. Discuss the central premise of Noam Chomsky’s concept of universal grammar, as well as that of the Sapir-Whorf hypothesis.
e. Identify what distinguishes a focal vocabulary and the subject matter of semantics.
f. Discuss what sociolinguists study.
g. Describe what AAVE (African American English Vernacular) is and how it compares to SE (Standard English).
h. Discuss what historical linguists study and how their work contributes to anthropology.
i. Discuss the differences between ethnicity and race.
j. Identify what distinguishes hypodescent and the social history of hypodescent in the United States.
k. Discuss the dominant Japanese construction of race, particularly the status and history of burakumin in relation to majority Japanese and compare and contrast this with Kottak’s discussion of race in the United States and Brazil.
l. Identify ethnic groups, nationalities, and nation-states.
m. Discuss the process of assimilation and the defining characteristics of a plural society and multiculturalism.
n. Discuss prejudice, stereotypes, and de jure and de facto forms of discrimination.
o. Describe the social historical context through which the notion of race predominantly emerged, as outlined in the American Anthropological Association’s statement on race.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 14 & 15
   c. Bb Online Learning Activities

3. Lesson Assessments

   a. Lesson Quiz
   d. Respond to Discussion Topic(s) for a grade.

D. Lesson Four: Making a Living & Political Systems

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

   a. Discuss what distinguishes an adaptive strategy, and identify the five adaptive strategies in Yehudi Cohen’s typology of societies.
   b. Identify what foraging, horticulture, and agriculture entail, and know the predominant social features often correlated with these adaptive strategies in Cohen’s typology—and in particular ethnographic studies.
   c. Identify what pastoralism entails, distinguish between pastoral nomadism and transhumance, and discuss the social features typically found in pastoral societies.
d. Distinguish between the modes and means of production, and understand how industrialism can lead to the alienation of a worker from the product of his or her labor.
e. Discuss how anthropologists and anthropological studies respond to classic economic theories that posit the profit motive as universal.
f. Describe the different forms of distribution and exchange. In particular, be able to distinguish among the market principle, redistribution, and the various forms of reciprocity.
g. Describe the potlatch.
h. Identify the four basic types of political systems identified by Elman Service (1962) and the social features correlated with each type.
i. Be able to discuss the varying positions in what Kottak identifies as a scholarly debate on the characterization and analysis of contemporary foraging societies.
j. Identify the defining features of foraging bands.
k. Describe the defining features of tribes. In particular, be able to distinguish among the different kinds of tribal leaders identified by Kottak.
l. Identify the defining features of chiefdoms.
m. Discuss the defining features of states.

2. Learning Activities:
   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 16 & 17
   c. Bb Online Learning Activities

3. Lesson Assessments
   a. Lesson Quiz
   e. Respond to Discussion Topic(s) for a grade.

E. Lesson Five: Gender & Marriage

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:
   a. Be able to distinguish between sex and gender.
   b. Discuss the relationship of gender relations and economy among foragers, horticulturalists, agriculturalists, and industrialists.
   c. Discuss what the domestic-public dichotomy is and how it relates to differential gender status.
   d. Identify how and why poverty in industrialized states is increasingly concentrated in female-headed households.
   e. Discuss the relationship between patriarchy and domestic violence.
   f. Describe how sexuality and gender vary cross-culturally.
g. Be able to identify and distinguish among incest, exogamy, and endogamy, and be familiar with preferred marriage forms in unilineal descent societies, differentiating between parallel cousins and cross-cousins.

h. Explain the incest taboo.

i. Explain how marriage functions as a form of group alliance and discuss the role that bridewealth and dowries play in creating and maintaining these alliances.

j. Describe how divorce varies across cultures.

k. Identify and distinguish among the different kinds of plural marriages and the social conditions that favor each.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 18 & 20
   c. Bb Online Learning Activities

3. Lesson Assessments

   a. Lesson Quiz
   f. Respond to Discussion Topic(s) for a grade.

F. Lesson Six: Families, Kinship and Descent

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

   a. Discuss the difference between nuclear and extended families.
   b. Describe how industrialism has affected family organization.
   c. Identify the general patterns found in family organization among foragers.
   d. Describe what a descent group is, the different types of descent, and the different kinds of post-marital residence rules.
   e. Identify and distinguish among the four kinds of kinship terminologies presented in the text.
   f. Describe what distinguishes an anthropological approach to the study of kinship.

2. Learning Activities:

   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 19
   c. Bb Online Learning Activities

3. Lesson Assessments

   a. Lesson Quiz
   g. Respond to Discussion Topic(s) for a grade.

G. Lesson Seven: Religion and Arts, Media and Sports
1. **Lesson Objectives:** Upon successful completion of this lesson, the student will be able to:
   
a. Identify the definitions of religion presented at the beginning of the chapter.
   b. Identify and distinguish among the different forms of religious expression identified by Kottak: Edward Tylor’s definition of animism and his stages of religious evolution; the social significance of traditional Melanesian and Polynesian understandings of mana, as well as related Polynesian taboo practices; the two primary kinds of magic and the social significance of magic practices; and the practice of totemism.
   c. Describe the characteristic features of ritual.
   d. Discuss how and why religion might be considered a means of social control.
   e. Distinguish among the four kinds of religion identified by Wallace.
   f. Discuss with Max Weber’s argument regarding the relationship of early Protestantism and the spread of capitalism.
   g. Discuss the diversity across and within world religions.
   h. Describe how religion can motivate and organize social change.
   i. Consider the different ways art has been defined, and compare and contrast these definitions with the predominant approach anthropologists take to the study of art.
   j. Be able to discuss the widely varying relationship between art and religion across societies, keeping in mind the ethnographic cases that Kottak highlights.
   k. Discuss the dynamic nature of artistic expression, including its role as a mode of social communication, as a political form, and its relationship with representations of culture.
   l. Identify the different forms an artistic career might take.
   m. Discuss the factors that influence changing perceptions of the arts.
   n. Discuss the commoditization of art, and consider the social implications of the increasingly large international market for creative products and images of folk, rural, and non-Western cultures spread through the media and tourism.
   o. Discuss the various roles that the media can play in a society, and explain what effects television has had in some areas of Brazil.
   p. Explain how cultural forces, social values, and the media can influence the success of sports, both nationally and internationally.

2. **Learning Activities:**
   a. Classroom lecture/discussion/movie
   b. Reading assignment: Chapter 21 & 22
   c. Bb Online Learning Activities

3. **Lesson Assessments**
   a. Lesson Quiz
   h. Respond to Discussion Topic(s) for a grade.

H. **Lesson Eight: The World System and Colonialism & Anthropology’s Role in a Globalizing World**
1. **Lesson Objectives:** Upon successful completion of this lesson, the student will be able to:

   a. Consider the ways in which human groups have been interconnected for thousands of years. Understand what distinguishes “the modern world system,” how it originated, and its constituent parts, particularly with Wallerstein’s theory in mind.
   
   b. Discuss the causes of the Industrial Revolution. Understand how and why the Industrial Revolution began in England and not France.
   
   c. Describe how industrialization led to social stratification in Western Europe. Be familiar with how Karl Marx and Max Weber differed in their analysis of stratification systems associated with industrialization, as well as what features of the contemporary world system complicate their analyses.
   
   d. Describe the difference between colonialism and imperialism.
   
   e. Compare and contrast French and British colonialism.
   
   f. Discuss how colonialism affected geopolitical and ethnic distinctions around the world and in post-colonial communities.
   
   g. Identify the defining characteristics of an intervention philosophy.
   
   h. Discuss the broad defining characteristics of communism and socialism.
   
   i. Describe how the world system operates today and how the expansion of the world system and industrialization has entailed forms of genocide, ethnocide, and ecocide.
   
   j. Explain what global climate change is, as well as how anthropologists study it.
   
   k. Describe the main focus of environmental anthropology and what challenges its participants face.
   
   l. Describe how economic development and environmentalism can be vehicles for external regulation that threatens the subsistence patterns and lifeways of indigenous peoples.
   
   m. Describe what distinguishes acculturation, its varying forms, and how contact among groups creates possibilities for the domination of one group by another.
   
   n. Discuss how religion may be a form of cultural domination, as well as how states may advance or discourage particular religious practices.
   
   o. Discuss what cultural imperialism entails and how mass media and popular culture have been used to both promote and resist cultural imperialism.
   
   p. Identify the defining features of the modern world system.
   
   q. Describe postmodernity and discuss how it relates to the modern world system.
   
   r. Discuss the role of identity in indigenous politics, including the significance and political dimensions of notions of indigeneity and autochthony.

2. **Learning Activities:**

   a. Classroom lecture/discussion/movie
   
   b. Reading assignment: Chapter 23 & 24
   
   c. Bb Online Learning Activities

3. **Lesson Assessments**
a. Lesson Quiz
b. Respond to Discussion Topic(s) for a grade.