



HLC Accreditation Evidence

Title: Cultural Anthropology

Office of Origin Vice President

URL:

Document Summary:

**BARTON COMMUNITY COLLEGE
COURSE SYLLABUS
SPRING 2008**

I. GENERAL COURSE INFORMATION

<u>Course Number:</u>	ANTH 1816
<u>Course Title:</u>	Cultural Anthropology
<u>Credit Hours:</u>	3
<u>Prerequisites:</u>	None
<u>Division/Discipline:</u>	Liberal Arts and Sciences/Anthropology
<u>Course Description:</u>	A survey of culture and its importance for man and his society, viewed through both past and present.

II. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College Catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services.

III. COURSE AS VIEWED IN THE TOTAL CURRICULUM

This course serves as an introduction to cultural anthropology. The class is designed for the student who is interested in cultural development and diversity. It also provides the basis for further study of cultures or a social science requirement for a student's degree program.

IV. ASSESSMENT OF STUDENT LEARNING/COURSE OUTCOMES

Barton Community College assesses student learning at several levels: institutional, program, degree and classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. Results of these activities will be used to improve the content and delivery of Barton's instructional program

Students will successfully complete Cultural Anthropology if they demonstrate competency in the following objectives and competencies:

1. Demonstrate knowledge by identification, definition, and/or application of the significant terms associated with the study of anthropology and cultural anthropology.
2. Demonstrate knowledge of the significant concepts and theories associated with the study of cultural anthropology.
3. Demonstrate knowledge of the concept and theory of evolution as it relates to the development of culture.
4. Demonstrate knowledge of the terms and concepts of cultural anthropology by an analysis of the movie "The Emerald Forest.:

V. COURSE COMPETENCIES

The learning outcomes and competencies detailed in this syllabus meet, or exceed, the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Competencies are listed by topic. After completing this course the student will be able to:

Core Competencies:

The Nature of Anthropology

1. Define and/or apply the following terms: anthropology (1.1), cultural anthropology (1.2), physical anthropology (1.3), biological anthropology (1.4), applied anthropology (1.5), archaeology (1.6), cultural bound (1.7), cultural relative (1.8), ethnocentricity (1.9), linguistics (1.10), ethnology (1.11), ethnography (1.12), fieldwork (1.13), participant observation (1.14), historic ethnography and ethno-history (1.15), comparative anthropological research (1.16), forensic anthropology (1.17), holistic perspective (1.18), culture (1.19), ethnocide (1.20).
2. Discuss and/or identify the significance of the following individuals: Frank Cushing (2.1), Franz Boas (2.2), Margaret Mead (2.3), Milta B Coxe Stevenson (2.4), John Wesley Powell (2.5), George Murdock (2.6), Frederick Ward Putnam (2.7), Louis B. and Mary Leakey (2.8), Clyde C. Snow (2.9)
3. Discuss and/or identify the two major divisions of anthropology: physical (3.1), cultural (3.2).
4. Discuss and/or identify the three branches of cultural anthropology.
5. Discuss and/or identify the differences in focus and techniques between anthropology and other sciences which study mankind.
6. Discuss and/or identify the goals of the Cultural Anthropology course.
7. Discuss and/or identify the significance length of time humankind has existed in the Paleolithic period.
8. Discuss and/or identify the difficulty encountered by anthropologists and sociologists in surveys, and real vs. ideal culture.
9. Discuss and/or identify the major aspects of scientific method as it relates to anthropological research.

The Nature of Culture

1. Define and/or identify and apply the following terms: culture (1.1), subculture (1.2), subculture variation (1.3), society (1.4), social structure (1.5), enculturation (1.6), acculturation (1.7), core values (1.8), neoevolution or cultural adaptation (1.9), diffusion (1.10), cultural hearth (1.11), genocide (1.12), ethnocide (1.13), cultural shock (1.14).
2. Discuss and/or identify the significance of culture and human survival.
3. Discuss and/or give examples of cultural shock and cultural superiority.
4. Discuss and/or identify the problems associated with pluralistic states.
5. Discuss and/or identify the five characteristics of culture.
6. Discuss and/or identify the hierarchy of human needs as they relate to the
7. functions of culture.
8. Discuss and/or identify reasons for cultural change.
9. Discuss and/or identify cultures which have faced cultural destruction.
10. Discuss and/or identify the significance of the theories of: Leslie White (9.1), Bonislav Malimowski (9.2), A. Radcliffe-Brown (9.3).

The Beginning of Human Culture

1. Discuss and/or identify the significance of cultural and technological adaptation in the survival of the human species.
2. Discuss and/or identify the major fossil ancestry of the human species.
3. Discuss and/or identify the biological changes that influenced the current physical structure of the human species.
4. Discuss and/or identify the significance of the following terms or individuals: primate order (4.1), Jane Goodall (4.2), hominines (4.3), Australopithecine (4.4), Lucy (4.5), the Eve hypothesis (4.6), natural selection (4.7), homo erectus (4.8), homo sapiens (4.9), Neanderthals (4.11), Paleolithic (4.12).
5. Discuss and/or identify the significance of homo sapiens and their primate order.
6. Discuss and/or identify the significance of current studies relating to the intellectual abilities of primates.

Language and Communication

1. Define and/or apply the significance of the following terms: language (1.1), symbols (1.2), signals (1.3), linguistics (1.4), descriptive linguistics (1.5), historical linguistics (1.6), phonemes (1.7), phonology (1.8), morphemes (1.9), language family (1.10), daughter or sub languages (1.11), language divergence (1.12), glottochronology (1.13), core vocabulary (1.14), ethno-linguistics (1.15), dialects (1.16), sociolinguistics (1.17), code switching (1.18), vernacular (1.19), sociolinguistic discrimination (1.20), voice qualifiers (1.21), kinetics (1.22), paralanguage (1.23), syntax (1.24), grammar (1.25), Ebonics (1.26).
2. Discuss and/or identify the role of language in man's survival.
3. Discuss and/or identify the importance of lingua franca and English
4. Discuss and/or identify local and universal symbols.
5. Discuss and/or identify the importance of the Whorfian Hypothesis including examples of the hypothesis.
6. Discuss and/or identify the major aspects of the cultural character as displayed through language

7. Discuss and/or identify examples of the manipulation of language.
8. Discuss and/or identify the importance of related languages.
9. Discuss and/or identify the major aspects of Black English vernacular.
10. Discuss and/or identify the major aspects of the Northern Ute Language Renewal Project.
11. Discuss and/or identify the major aspects of Linguistic Nationalism.
12. Discuss and/or identify the major aspects of Ebonics Debate.
13. Discuss and/or identify the ability of apes to use human language and symbols.

Cultural Symbolism Through Art

1. Discuss and/or identify how a study of a culture's art will aid in an
2. understanding of cultural values.
3. Discuss and/or identify the aspects of oldest surviving art form, rock art.
4. Discuss and/or identify the functions and types of body adornment.
5. Discuss and/or identify the function of music and dance.
6. Discuss and/or identify the common themes in verbal stories.
7. Discuss and/or identify the purposes of art.
8. Discuss, identify and/or apply the following terms, including major aspects and examples: myths (8.1), legends (8.2), epics (8.3), tales (8.4).

The Function and Practices of Religion

1. Discuss, identify and/or apply the following terms: religion (1.1), magic (1.2), monotheism (1.3), polytheism (1.4), pantheon (1.5), cults (1.6), reincarnation (1.7), animatism (1.8), animism (1.9).
2. Discuss and/or identify the difference between worship and magic.
3. Discuss and/or identify the function of religion and the three theories of
4. the human need for religion: intellectual (3.1), psychological (3.2), sociological (3.3).
5. Discuss and/or identify the difference between universal and closed religions (including examples).
6. Discuss and/or identify the significance of: priests and priestesses (5.1), shamans (5.2), sorcerers (5.3), witches, and witchcraft (5.4), including the scapegoat aspect associated with sorcerers and witches.
7. Discuss and/or identify the aspects of: sympathetic (6.1), contagious magic (6.2).
8. Discuss and/or identify the aspects of the following: rituals (7.1), rites of passage (7.2), rites of intensification (7.3), rites of separation (7.4), rites of transition (7.5), rites of incorporation (7.6), rites of purification (7.7).
9. Discuss and/or identify how religions meet cultural needs.
10. Discuss and/or identify the hierarchy of supernatural beings.
11. Discuss and/or identify ways to interact with the supernatural.
12. Discuss and/or identify the reasons and results of revitalization movements.
13. Discuss and/or identify common aspects found in religions.

Sex and Marriage

1. Discuss, identify, and/or apply the following terms: monogamy (1.1), serial monogamy (1.2), group marriage (1.3), sororate (1.4), levirate (1.5), parallel cousins (1.6), cross cousins (1.7), patrilineal parallel cousin marriage (1.8), matrilineal parallel cousin marriage (1.9), consanguine family (1.10), divorce (1.11), engagement (1.12).

2. Discuss and/or identify the functions of marriage.
3. Discuss and/or identify the definition of: the incest taboo (3.1), the possible reasons for the universality of the incest taboo (3.2), the importance of the definition of kinship relations (3.3), cases of sanctioned incest (3.4).
4. Discuss and/or identify the difference between matrilineal and patrilineal clans and nuclear families as they relate to sexual freedom.
5. Discuss and/or identify the reasons for: polygyny (5.1), polyandry (5.2).
6. Define the terms and give examples of each.
7. Discuss and/or identify the different marriage practices: arranged (6.1), free choice (6.2), endogamy (6.3), exogamy (6.4).
8. Discuss and/or identify the reasons for marriage compensation and the
9. Specific types of compensation: bride price or bride wealth (7.1), groom price (7.2), bride service (7.3), dowry (7.4), gift exchange (7.5).
10. Discuss and/or identify the possible impact of AIDS on sexual customs.
11. Discuss and/or identify the difference between marriage and mating.

Cultural concepts of Family and Household

1. Discuss, identify and/or apply the following terms: household (1.1), conjugal family (1.2), consanguine family (1.3), age and gender residence (1.4).
2. Discuss and/or identify the functions of family.
3. Discuss and/or identify the different types of family patterns: nuclear family (3.1), extended family (3.2), blended family (3.3), single parent (3.4), as they relate to cultures.
4. Discuss and/or identify the different types of residential patterns: patrilocal (4.1), matrilocal (4.2), ambilocal (4.3), neolocal (4.4), avunculocal (4.5).
5. Discuss and/or identify the problem with the traditional definition of
6. family and the more important aspects of family.

Kinship and Descent

1. Discuss, identify, and/or apply the following terms: descent group (1.1), lineage (1.2), patrilineal descent (1.3), unilineal descent (1.4), bilineal descent (1.5), matrilineal descent (1.6), cross cousins (1.7), parallel cousins (1.8), affinal kin (1.9), clan (1.10).
2. Discuss and/or identify the significance and responsibility of kinship.

The Development of Individual and Culture Personality

1. Discuss and/or identify the significance of the following terms: patterns of affect (1.1), enculturation (1.2), personality (1.3), national character (1.4), cultural personality (1.5), core values (1.6), modal personality (1.7), ethnic psychoses (1.8), blank slate theory (1.9), self awareness (1.10), psychological anthropology (1.11).
2. Discuss and/or identify the major aspects of dependent and independent child rearing practices.
3. Discuss and/or identify factors that determine personality including: genetic uniqueness (3.1), gender differences (3.2), child rearing practices (3.3), society norms (3.4).
4. Discuss and/or identify the characteristics of the developmental states: at approximately age two (4.1) and adolescence (4.2).
5. Discuss and/or identify the importance of: Margaret Meade (5.1) and
6. Ruth Benedict (5.2) in relation to culture and personality studies.

7. Discuss and/or identify the role of cultural norms in mental illness.

Economic Development and Patterns

1. Define, identify and/or apply the following terms: subsistence patterns (1.1), foragers (1.2), pastoralists (1.3), horticulturists (1.4), market economy (1.5), reciprocity (1.6).
2. Discuss and/or identify: patterns of labor (2.1), patterns of ownership/control of resources (2.2)
3. Discuss and/or identify the different modes of acquiring and distributing wealth.

Cultural Change and Threats

1. Define and apply the following terms: genocide (1.1) cultural pluralism (1.2).
2. Demonstrate knowledge of the threats to mankind's survival.
3. Demonstrate understanding of the cultural aspects to the question, will man survive?

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE

SYLLABUS ADDENDUM

Course Number: ANTH 1816
Course Title: Cultural Anthropology
Instructor: Steve Dayton (email: daytons@bartoncc.edu)
 Office: Fine Arts – F136, Ph 792-9209
Academic Term: Spring 2008

ADDENDUM TO SECTION III

Course Transferability to Regent Universities

Cultural Anthropology (ANTH 1816) at BCCC is equivalent to:

INSTITUTION	EQUIVALENT COURSE(S) ^a	SOURCE(S) OF INFORMATION ^b
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Emporia State University	AN110 Introduction to Cultural Anthropology	2003-04 ESU Transfer Guide
Fort Hays State University	SOC 145 Introduction to Anthropology	2003-04 FHSU Course Equivalency System
Kansas State University	ANTH200 Introduction to Cultural Anthropology	11/24/03 www.ksu.edu/admit/dars/barton_ccc.html & www.ksu.edu/registrar/enroll/gened.html
Pittsburg State University	Social Science Elective	8/25/03 Transfer Guide
University of Kansas	ANTH108 Introduction to Cultural Anthropology	11/2/-3 KU Transfer Equivalency System
Wichita State University	ANTHR102Q Cultural Anthropology	2003/04 WSU Transfer Course Equivalencies Guide

^a Highlighted (**boldface** font) courses may be used at the institution to fulfill general education requirements.

^b Include both the name (location) and date of the source of information.

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