COURSE INFORMATION

COURSE TITLE

ANT101: Cultural Anthropology: GT-SS3

COURSE DESCRIPTION

Examines the study of human cultural patterns, including communication, economic systems, social and political organizations, religion, healing systems, and cultural change.

GT PATHWAYS COURSE STATEMENT

The Colorado Commission on Higher Education has approved ANT101 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

- ANT101 Required Syllabus

CREDIT HOURS

This course carries 3 semester credits. You can expect to put in eight to 10 hours per week on this course, depending on how you schedule your workload.

SUGGESTED PREREQUISITE KNOWLEDGE

Each home college determines prerequisites. Suggested: College-level speaking, reading, and writing.
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

Your textbook is available online as an eBook. Our course also uses additional digital content. To make sure your computer is set up correctly to access the eBook and other digital content, please use the following link to perform a browser tune up (link opens in new window). This will make sure that your browser is properly configured and that you have all the necessary plugins.

For specific information on refund policies and the optional black and white textbook available for purchase, click on the links below (all links open to a new window):

Refund Policy (link opens in new window)
Optional black and white text (link opens in new window).

Students can purchase all course materials (textbooks, calculators, software, etc.), either with cash, a credit card, or financial aid from their home college bookstore (link opens in new window).

REQUIRED TEXTBOOK


DIGITAL MATERIALS ACCESS

This course uses Vital Source which integrates the eText directly into the course site.

- Visit the Vital Source Course Start page for details on first access of the materials.

To make sure your computer is set up correctly to access the eText and other digital content, review the Vital Source Technical Support page, also linked in the Technical Support Module.

MINIMUM TECHNICAL SKILLS AND COMPUTER REQUIREMENTS

This course requires that you are knowledgeable in sending/receiving emails, posting to discussions, attaching and uploading files, and can navigate effectively through the website.

To complete this course, you will need regular access to a computer from which you can get to the Internet and use email. To ensure that your course functions properly, you MUST run the System Check. This is a CRITICAL STEP, and taking time to do it now will eliminate a tremendous amount of frustration for you later.
The recommended browser for MAC and Windows PCs is FireFox. If you have difficulty accessing any materials for this course and cannot determine whether you need a plug-in, contact the instructor. The most common plug-ins are: music player for MP3 files (QuickTime, RealPlayer), Adobe Flash player for viewing SWF files, and the most recent version of the Adobe Reader for viewing PDFs.

Below are some of the plugins you may need to access materials in this course. The links open in a new window.

COURSE COMPETENCIES AND OBJECTIVES

COURSE LEARNING OUTCOMES

The competencies you will demonstrate in this course are as follows:

A. Explain the history, branches, and features of anthropology as well as its relative position within the general framework of academic disciplines.
B. Inspect the academic and applied methods and goals used by cultural anthropology.
C. Examine the field of linguistics and the symbolic relationship between language and culture.
D. Evaluate the characteristics of culture and the processes of cultural change.
E. Dissect specific cultures with regard to any aspect of culture.
F. Classify the cultural institutions developed by humans for the purpose of organization and problem resolution, including marriage, kinship, political, and social systems.
G. Compare the cultural strategies developed by humans for the purpose of subsistence and economic distribution.
H. Examine the anthropological classification and interpretation of symbolic cultural systems, including religion, arts, and healing.
I. Construct knowledge using anthropological data, theories, and methods.
J. Develop connections between diverse cultural perspectives and experiences, including your own.

The module objectives you will demonstrate in support of the course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>1. Explain the general definition and purpose of anthropology.</td>
<td>A</td>
</tr>
<tr>
<td>2. Describe the scope of anthropology.</td>
<td>A</td>
</tr>
<tr>
<td>3. Explain the holistic approach.</td>
<td>A</td>
</tr>
<tr>
<td>4. Explain anthropology’s distinctive curiosity.</td>
<td>A</td>
</tr>
<tr>
<td>5. Differentiate among the five major fields of anthropology.</td>
<td>A</td>
</tr>
<tr>
<td>6. Explain the ways in which anthropologists specialize within their fields of study.</td>
<td>A</td>
</tr>
<tr>
<td>7. Communicate the relevance of anthropology.</td>
<td>A</td>
</tr>
<tr>
<td>8. Discuss the concept of culture as used in anthropology, its salient properties, and controversies surrounding the concept of culture.</td>
<td>D</td>
</tr>
<tr>
<td>9. Describe direct and indirect cultural constraints and how they relate to norms.</td>
<td>D</td>
</tr>
<tr>
<td>10. Identify attitudes that hinder the study of cultures.</td>
<td>E</td>
</tr>
<tr>
<td>11. Critically assess the concept of cultural relativism.</td>
<td>B</td>
</tr>
<tr>
<td>12. Describe the methods by which anthropologists describe cultures.</td>
<td>A, D, E</td>
</tr>
<tr>
<td>13. Explain why culture is integrated or patterned.</td>
<td>D</td>
</tr>
</tbody>
</table>
14 Describe and give examples of how cultures change through discovery and invention, diffusion, and acculturation. D, E
15 Relate culture change to the process of adaptation to a changing environment. D
16 Evaluate the problems and opportunities posed by globalization. B
17 Describe and give examples of ethnogenesis, or the emergence of new cultures. D, E, I
18 Characterize what anthropologists predict about future cultural diversity. D, E, I
19 Describe universals in human psychological development. B, D
20 Discuss anthropological findings regarding childhood. E, J
21 Describe cross-cultural variations in childrearing and their implications for behavior and psychological development. E, I, J
22 Explain psychological variability in adults. E
23 Discuss psychological explanations of cultural variation. D, J
24 Discuss and give examples of individuals as agents of social change. D, J
25 Define explanation, associations, and theory, and discuss the roles of these concepts in research. B
26 Explain the purpose of theories and how researchers use them. A, B
27 Describe the progression of theoretical anthropological approaches involving evolution and ecology. B, I
28 Explain the process of operationalization, the importance of measurement, and the value of statistical evaluation in testing explanations. B, I
29 Differentiate the types of research in cultural anthropology. C, I, J
30 Define communication, and compare and contrast human and nonhuman communication. C, I, J
31 Explain how the study of creole and pidgin languages and of children’s acquisition of language might tell us something about the origins of language. C, I, J
32 Discuss the major components of descriptive linguistics (phonology, morphology, and syntax) and the key findings in each of these areas. C, I, J
33 Describe how historical linguistics establishes historical relationships between languages and language families. C, I, J
34 Identify the process by which languages diverge. C, I, J
35 Discuss the relationship between language and culture. C, I, J
36 Discuss the relationship between ways of speaking and issues of class, gender, and ethnicity. C, I, J
37 Identify the origins of writing and literacy, and assess the impact of writing and literacy on culture and communication. A, B, C, I

**Module 2**

**Objectives**

1. Describe variation in gender concepts. E, F, J
2. Identify differences in physique and physiology between males and females. E, F, J
3. Explain differences in gender roles. E, F, J
4. Analyze relative gender differences in terms of contributions to work. E, F, J
5. Discuss gender differences in terms of political leadership and warfare cross-culturally. E, F, J
6. Analyze relative status among women cross-culturally. E, J
7. Discuss gender differences in personality. E, J
8. Explain variability in sexual behavior and attitudes between different cultures. E, J
9 Define marriage in anthropological terms.
10 Explain the near-universality of marriage across cultures.
11 Identify the various ways that marriage is marked out in different societies and the economic exchanges that accompany it.
12 Critically assess different explanations for the universality of the incest taboo.
13 Discuss the types of restrictions on whom one can marry.
14 Describe three different rules regarding how many persons one can marry, and explain social or economic reasons for each.
15 Describe and explain variation in family form.
16 Explain reasons for extended-family households.
17 Describe the various patterns of marital residence.
18 Discuss the structure of kinship and distinguish among the various types of affiliation.
19 Discuss variation in unilineal descent systems.
20 Describe the functions of unilineal descent systems.
21 Describe ambilineal systems.
22 Discuss how residence can vary.
23 Explain the emergence of unilineal descent systems.
24 Explain how ambilineal and bilateral systems might emerge.
25 Explain the various systems of kinship terminology.

Module 3

Objectives
1 Describe foraging and complex foraging, and identify the general societal features associated with food collecting.
2 Describe the various forms of food production (horticulture, intensive agriculture, and pastoralism), and identify the general societal features associated with each.
3 Identify the environmental restraints on food-getting.
4 Discuss the origin of food production.
5 Describe and critically discuss the spread and intensification of food production.
6 Compare and contrast the allocation of resources among foragers, horticulturalists, intensive agriculturalists, and pastoralists, and discuss how colonialism and the state have affected that allocation.
7 Explain the different types of economic production and economic exchange and their effect on labor.
8 Explain the three general types of systems for distributing goods and services (reciprocity, redistribution, and market or commercial exchange).
9 Discuss the worldwide trend toward commercialization and its social effects.
10 Discuss the concepts relating to the variation in degree of social inequality.
11 Describe the characteristics of egalitarian societies.
12 Describe characteristics of rank societies.
13 Describe the characteristics of class societies.
14 Discuss how racism and inequality are related.
15 Explain the relationship between ethnicity and inequality.
16 Discuss the emergence of stratification.
17 Explain the characteristics of associations and how they vary.
18 Describe the various forms of non-voluntary associations and identify their functions.
19 Describe the various forms of voluntary associations and identify their functions.

Competencies
20 Discuss the cross-cultural variation in the types of political organization.  
21 Explain the spread of state societies.  
22 Describe and explain the variation in political structure in various societies.  
23 Critically examine the methods used for resolving conflict, including warfare, in different societies.

**MODULE 4**

**Objectives**
1. Characterize the universality of religion and discuss various explanations for that universality.  
2. Discuss the range of variability in religious beliefs.  
3. Describe the variability in religious practices and practitioners cross-culturally.  
4. Discuss religion in terms of adaptation.  
5. Explain and give examples of various forms of religious change, such as conversion and revitalization movements.  
6. Analyze the purpose of body decoration and adornment.  
7. Explain variation in the arts in relationship to other societal features.  
8. Identify ethnocentric attitudes and practices toward non-Western art by Westerners.  
9. Assess the relationship of culture contact and artistic change.

**Competencies**
A, B, E, H  
E, H, J  
E, H, J  
E, H, I  
E, H, I  
B, E, H, I, J  
E, H, I, J

**MODULE 5**

**Objectives**
1. Discuss the ethical code of applied anthropology and discuss the ethical issues faced by practicing anthropologists.  
2. Discuss the need to evaluate the effects of planned change.  
3. Identify and give examples of some difficulties in implementing planned change.  
4. Describe the field of environmental anthropology.  
5. Describe the field of business and organizational anthropology.  
6. Describe the field of cultural resource management.  
7. Describe the field of museum anthropology.  
8. Describe the field of forensic anthropology.  
9. Discuss cultural understandings of health and illness.  
10. Discuss various approaches to studying treatment of illness.  
11. Discuss political and economic influences on health.  
12. Discuss a sampling of health conditions and diseases studied by medical anthropologists.  
13. Explain how cultural, economic, and social factors can cause or exacerbate natural events and cause disasters and famine.  
14. Describe the factors that lead to inadequate housing and homelessness.  
15. Discuss the magnitude, causes, and consequences of family violence.  
16. Explain how cultural and societal features relate to crime, especially in regard to homicide.  
17. Discuss warfare in terms of cultural, social, and ecological factors, and describe the reasons societies go to war.  
18. Describe the difficulty of defining terrorism and discuss what is known about the factors associated with it.  
19. Discuss some lessons learned from anthropology that could make the world a better place.

**Competencies**
A, B, E, H, I, J  
A  
A  
A  
A  
A  
A  
E, I, J  
E  
E  
E, F, G  
E, I  
E, I  
E, I  
E, I  
E, F, I  
E, F, I  
A, B, D, E, I, J
GRADING AND EVALUATION

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics will be provided for assignments and discussions.

GRADING POLICIES

Mark all module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions (11 @ 50 points each)</td>
<td>550</td>
</tr>
<tr>
<td>Module 1 Assignment: Orientation Paper</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Assignment: Research Topic (for final paper)</td>
<td>50</td>
</tr>
<tr>
<td>Module 3 Assignment: References (for final paper)</td>
<td>50</td>
</tr>
<tr>
<td>Module 4 Assignment: Outline (for final paper)</td>
<td>50</td>
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<tr>
<td>Final Paper</td>
<td>200</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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Grading Scale

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below
COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send me an email.

This course **is not self-paced and is not open-exit**. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than midnight of the due date.

NOTE: Important CCCOnline semester dates (for example, drop/withdraw/term end) appear on the [CCCOnline calendar](#) (link opens in a new window).

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<thead>
<tr>
<th>Module 1</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td><strong>Reading/Assignments/Exams</strong></td>
<td></td>
</tr>
<tr>
<td>Read Chapters 1, 2, 3, 4, and 5</td>
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<tr>
<td>Module Exploration</td>
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<tr>
<td>Discussion 1: Introduction</td>
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<tr>
<td>Discussion 2: Studying Culture and Cultural Change</td>
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<tr>
<td>Discussion 3: Language and Communication</td>
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<tr>
<td>Assignment: Orientation Paper</td>
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<thead>
<tr>
<th>Module 2</th>
<th>Due Dates</th>
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<tr>
<td><strong>Reading/Assignments/Exams</strong></td>
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<tr>
<td>Read Chapters 9, 10, and 11</td>
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<tr>
<td>Module Exploration</td>
<td></td>
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<tr>
<td>Discussion 1: Marriage and Kinship</td>
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<tr>
<td>Discussion 2: Research Topic Assignment</td>
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<tr>
<td>Assignment 1: Research Topic (Supports Final Paper)</td>
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<tr>
<th>Module 3</th>
<th>Due Dates</th>
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<tr>
<td><strong>Reading/Assignments/Exams</strong></td>
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<tr>
<td>Read Chapters 6, 7, 8, 12, and 13</td>
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<tr>
<td>Module Exploration</td>
<td></td>
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<tr>
<td>Discussion 1: Political and Economic Organization</td>
<td></td>
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<tr>
<td>Discussion 2: References Assignment</td>
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<tr>
<td>Assignment 1: References (Supports Final Paper)</td>
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<tr>
<th>Module 4</th>
<th>Due Dates</th>
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<tr>
<td><strong>Reading/Assignments/Exams</strong></td>
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<tr>
<td>Read Chapters 14 and 15</td>
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<tr>
<td>Module Exploration</td>
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<tr>
<td>Discussion 1: Beliefs, Values, and Art Forms</td>
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<tr>
<td>Discussion 2: Outline Assignment</td>
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<tr>
<td>Assignment 1: Outline (Supports Final Paper)</td>
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Module 5

Reading/Assignments/Exams
Read Chapters 16, 17, and 18
Module Exploration
Discussion 1: Applied Anthropology
Discussion 2: Farewell
Assignment 1: Final Paper

Due Dates

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