I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ANTHR 102 Cultural Anthropology**  
3 Units

Introduction to the methods, theories and insights of cultural anthropology and the application of these to life in a multicultural society. Topics include, but are not limited to: the research and analysis of culture and cultural processes; cross-cultural comparisons of subsistence patterns, economics, religion, kinship, gender, language, sexuality and political organization; and, cultural change in a globalized world. Recommended for people who travel internationally.

Field trips might be required.  (A-F or P/NP - Student choice) Lecture

Transfer: (CSU, UC) General Education: (MJC-GE: B ) (CSU-GE: D1 ) (IGETC: 4A )

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

**A. COURSE CONTENT**

1. **Required Content:**
   
   a. Introduction to anthropology

   b. Cultural anthropology as a behavioral science

      i. Methodology and analysis

         a. Cultural anthropology and its holism

         b. Cultural anthropology, the scientific method and humanistic perspectives

      ii. Ethnographic fieldwork and data collection

         a. Ethnographic methods including field observation; cultural relativism

         b. Problems associated with fieldwork: ethnocentrism and culture shock

   c. Theoretical orientations in cultural anthropology

      i. Historical and current approaches to the concept of culture in anthropology

      ii. Historical and current approaches to analyzing cultural change

   d. Cultural analysis, diverse cross-cultural comparison, and explanation of cultural change through examining:

      i. The diversity of cultural systems, including linguistic, subsistence, technological, economic, political, and stratification
ii. The diversity of cultural institutions, including gender, kinship, ethnicity, race, and sexuality

iii. The diversity of cultural contexts, including indigenous, industrial, colonial, post-colonial, and/or global cultural worlds

e. The relevance of cultural anthropology
   i. Academic anthropology and applied anthropology
      a. Differences and similarities in academic and applied anthropology
      b. Careers in academic and applied anthropology

   ii. Anthropological perspectives on contemporary cultural issues, including themes such as globalization, socio-political conflicts, immigration/refugee resettlement, international development, human trafficking, and/or environmental change

2. Recommended Content:

Recommended course content: broad use of relevant ethnographic articles or books that document historical and contemporary cultural materials and practices from around the world.

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading, writing projects

2. Photographic slides, films/videos, discussion, and reading

3. Writing assignments emphasizing descriptive, analytical and evaluative skills

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Student workload outside of class may include, but is not limited to:

   a. Weekly reading of textbook and other assigned readings, reading of extra source materials both primary and secondary as provided in class, encouragement of independent research in areas of interest that may be discussed in weekly lectures.

   b. Weekly preparations for exams using lecture notes, reviewing textbook readings and other assigned readings, answering study questions, writing of response papers, and group study sessions.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

Writings emphasizing descriptive, analytical and evaluative skills.

a. Example essay prompt on exams:
   i. The Gebusi of Papua New Guinea have gone through extraordinary changes in just 20 years. The author notes that their resettlement in a new place has necessitated that they make "new" kinds of choices, changing Gebusi culture and their relationships with each other as they seemingly desire to become "modern" Papua New Guineans. In this essay, you must analyze the changes the Gebusi have gone through. First, compare and contrast in detail the "old" and "new" Gebusi economic, religious, and gendered practices. Second, evaluate how the "new" choices the Gebusi must make on a daily level are also making them into new kinds of individuals, both privately and socially. Third, given the textbook’s explanation of colonialism and "agents of directed change," do you think the Gebusi have become "modern" on their own terms? If so, how? If not, why?

b. Example response paper:
   i. Describe how the Gebusi live in the rainforest, from their household arrangements to their strategies of survival and subsistence. How do they live? How do they get food? Who does what, especially in terms of "gendered roles?" After you describe this, consult your textbook and compare the main anthropological categories of subsistence patterns the book illustrates with the everyday lives of the Gebusi. How would you categorize them? Why? Do you agree with Knauft's analysis of where they fit?

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   (1) demonstrate a broad understanding of how anthropologists research and analyze the various components of culture and the conditions of cultural change; and
   (2) appraise the relevancy of cultural anthropology in a multicultural society and a global world.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Discuss the areas of emphasis within anthropology.
      b. Analyze how anthropology differs from other disciplines.
      c. Explain and evaluate the anthropological meaning of the concept of culture.
d. Describe and illustrate methods employed by cultural anthropologists in gathering and analyzing data including the approach of cultural relativism.

e. Assess historical and recent theoretical approaches to the anthropological analysis of culture and cultural change.

f. Discuss, evaluate and perform broad cross-cultural analysis in the areas of subsistence, technology, economic organization, political organization, kinship, social organization, supernaturalism, and culture change.

g. Demonstrate an understanding of cultural analysis by engaging specific examples from the assigned course materials and the students' cultural context.

h. Discuss and appraise the role of anthropology in the world today, especially in relation to globalization, culture change, and cultural inequalities in the United States and abroad.

i. Discuss and apply the anthropological perspective in addressing issues of multiculturalism, race and ethnicity in contemporary American society.

j. Organize and conduct individual and/or group research utilizing ethnographic and/or anthropological methods learned in the course.

k. Acquire the techniques of anthropological fieldwork and analysis.

l. Compare selected contemporary and historical accounts of culture and culture change through films, videos and/or slides.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class discussions

2. Research projects (group and/or individual)

3. Writing projects (group and/or individual)

4. Response papers

B. SUMMATIVE ASSESSMENT

1. Essay exams (required)

2. Objective testing

3. Research paper