

# ANTH R102H: HONORS: INTRODUCTION TO CULTURAL ANTHROPOLOGY

**Originator**  
amelidonis

**College**

Oxnard College

**Discipline (CB01A)**

ANTH - Anthropology

**Course Number (CB01B)**

R102H

**Course Title (CB02)**

Honors: Introduction to Cultural Anthropology

**Banner/Short Title**

Honors: Cultural Anthropology

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P" C-ID: ANTH 120.

**Taxonomy of Programs (TOP) Code (CB03)**

2202.00 - Anthropology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 Students completing the course will be able to analyze how beliefs and behaviors in different culture or subcultures may be adaptive and/or maladaptive, and will be able to discuss the principle of cultural relativism.
- 2 Students will develop skills in ethnographic writing, speaking and presentation.
- 3 Students will be able to classify various societies using more than one anthropological schema and will be able to assess the impact of modernization and globalization on human cultures.
- 4 Students completing the course will be able to apply scientific method to understand human cultures and subcultures.
- 5 Students will be able to observe and treat other cultures, which may be quite distinct from their own, with respect, objectivity and a high regard for ethics.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
- 2 Recognize the methods, theories and perspectives used to study and understand human cultures.
- 3 Explain the importance of the ethnographic method in the study of culture.
- 4 Employ the relativist perspective while discussing cultural variation.
- 5 Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
- 6 Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
- 7 Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

- 8 Independently collect and arrange ethnographic data.
- 9 Propose various dynamics or processes by which culture change occurs.

## Course Content

### Lecture/Course Content

1. Introduction to Anthropology: Its history, theories, methods and perspectives
  - a. Anthropology as a fundamental Enlightenment Science, and as a descendant of Western philosophy and the science of history.
  - b. Pre-anthropological attempts at understanding races, cultures, foreigners and ethnic groups.
  - c. Emic v. etic analysis.
  - d. Synchronic v. diachronic studies, the role of participant observation.
  - e. How cultural relativism and holism relate to the development of ethnography.
  - f. Basic theories
    - i. Functionalism
    - ii. Structural-Functionalism
    - iii. Structuralism
    - iv. Diffusionism
  - g. The limitations of anthropology.
2. Anthropological study of human cultures in comparative perspective
  - a. Geographical range and variation
  - b. Temporal range and variation
  - c. The role of ethnographic in comparing cultures
  - d. Participant-observation, theories of culture, cultural boundaries, culture change.
  - e. Avoiding ethnocentrism, accounting for the observer effect.
  - f. Early anthropology and the concept of culture shock/cognitive dissonance.
3. Subsistence
  - a. Types of subsistence
    - i. Hunter-Gatherers/Foragers
    - ii. Simple Farmers
    - iii. Pastoralists
    - iv. Agricultural civilizations
    - v. Industrial and industrializing civilizations
    - vi. Post-industrial civilizations
    - vii. Peripatetic cultures
  - b. Theories about subsistence
    - i. Ecological anthropology
    - ii. Structural functionalism (or other example)
4. Family and Kinship
  - a. Structural anthropology and the basics of kinship.
  - b. Functional and ecological explanations of kinship.
  - c. How to chart kin systems, known human variations in kinship.
  - d. Marriage patterns, polygyny, monogamy, polyandry, locality, lineage and clan.
  - e. Lineages and localities
  - f. Fictive kinship
5. Social, Political and Economic Organization
  - a. Exchange, gifting, reciprocity, barter and markets: the various ways goods and services change hands.
  - b. The rise of ancient market economies and the evolution of money.
  - c. Social Control and Authority
  - d. Bands, tribes & ethnicities, kin-based systems of social control.
  - e. Civilization, the rise of the Nation-State, and specialized means of social control.
  - f. Symbolic means of social control, including proverbs, mass media, folklore and peer pressure.
  - g. Stage theories of social control.
  - h. Colonial and imperialism as extensions of social control.
    - i. Tactics of resistance and primitive rebellion.
    - j. Ethnic revitalization movements.
6. Language and Communication

- a. Basic linguistic: phonology, syntax, semantics, proxemics
  - b. Historical linguistics
  - c. Child language acquisition.
  - d. Signs and symbols
7. Belief Systems
    - a. Worldview: Philosophy, Nature and the Supernatural.
    - b. The rise of spiritual traditions and the evolution of religion.
    - c. Symbolic systems and their basic components.
    - d. Ethos, folk philosophy and philosophy
  8. Art and expressive Culture
    - a. Music and dance as basic human activities, their evolution and their present role in culture.
    - b. Oral traditions, storytelling, cosmologies, folklores, mythologies, urban legends, jokes, riddles and fictions.
    - c. Visual traditions, representative and notational arts, crafts, lively arts, multimedia rituals and events, the motion picture
  9. Ethnicity and race
    - a. Definitions of ethnicity and race
    - b. Anthropological views on the concept of race
    - c. Rise of ethnic identity in the modern world
    - d. Education, mobility, ethnicity and the concept of race
  10. Gender and sexuality
    - a. Toward an anthropology of women
    - b. How cultures and biology shape sexuality
    - c. Ethnographies of women in the developing world
    - d. Masculinity and femininity as cultural concepts
  11. Social inequality and colonialism
    - a. Theories of inequality
    - b. The age of exploration and rise of colonialism
    - c. Imperialism as an aspect of colonialism
    - d. Neo-colonialism and its processes in the contemporary world
  12. Globalization and culture change
    - a. The information age and the term "globalization"
    - b. Catalysts of change
    - c. Contemporary ethnographies
  13. Anthropological ethics
    - a. Standards of ethics in anthropology
    - b. Human subjects research
    - c. Problem-oriented anthropology
  14. Applied anthropology
    - a. Subfields of applied anthropology
    - b. Holism, change and applications of anthropology
    - c. Educational anthropology: practice in applied anthropology

#### Laboratory or Activity Content

None

#### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Objective exams

Quizzes

Research papers

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Distance Education  
Demonstrations  
Field trips  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

### Describe specific examples of the methods the instructor will use:

1. The instructor will lead discussions on topics that may include the culture and ethnography, language and communication, body modification, economics, law and politics, religion, globalization, culture change.
2. The instructor will utilize lectures, films, and internet materials to explore and critically analyze topics relevant to the understanding and application of cultural anthropology.
3. Students will learn about practices in other cultures and utilize this ethnographic data to critically consider practices in their own culture such as exchange, discrimination, marriage, law.

## Representative Course Assignments

### Writing Assignments

Short analytic papers on basic anthropological topics, with attempts to explain why a particular cultural practice may have arisen. Example: Give a functional explanation of the practices describe in the article "We the Nacirema" and compare them with similar Dani customs as described in your textbook (chapters two and three).

Paragraphs and short papers aimed at parsing cultural problems, according to the ethical standards of anthropology. Example: Give an emic account of problems in your local culture.

Term papers based on fieldwork. Example: Make a field visit to Downtown Ventura (or other place from list of places) and write up in a complete ethnographic outline.

Term papers based on internet and library research. Example: Visit an online community (define) and write up your findings in ethnographic style. Or: Find ethnographies of a particular people in the library and summarize your findings in an ethnographic report.

Essay exams. Example: Use your cultural imagination to analyze what you believe to be the "typical American dinner" at the "typical American coffee shop."

(Honors):

Additional research papers examing specific cultures or anthropological themes relevant to the study of cultural anthropology.

Book review essays on specific anthropological texts.

### Critical Thinking Assignments

1. Participate in class, online and small group discussions regarding the importance of avoiding ethnocentrism and practicing cultural relativism when doing anthropology.
2. Students will complete short writing assignments reflecting on why specific cultural practices make sense within the context of the cultures that practice them including body modification, ritual, polygamy, understandings of gender, sexuality, etc.

### Reading Assignments

One or two chapters per week from the course textbook.

(Honors): Full length ethnographic manuscripts and primary theoretical texts such as Colin Turnball's *Forest People* and Marshall Sahlin's *Stone Age Economics*.

## Outside Assignments

### Representative Outside Assignments

1. Field trips, documented by brief write-ups. Example: Visit the Getty Museum on PCH and write on the arts and crafts of Ancient Greece.
2. Film viewing, documented by brief write-ups. Example: Watch *Rashomon* and tell how many different points of view the Japanese depicted have on a single set of events.

3. Participating in online discussions related to the course materials for that particular week. Topics may include: ethnocentrism and cultural relativism, kinship and family, exchange practices, ecology and subsistence, religion, medical anthropology, globalization, culture change, the impact of colonialism.

## **Articulation**

### **C-ID Descriptor Number**

ANTH 120

### **Status**

Approved

### **Comparable Courses within the VCCCD**

ANTH M02 - Cultural Anthropology

ANTH R102 - Introduction to Cultural Anthropology

ANTH V02 - Cultural Anthropology

## District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

## CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

## IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Description

Spradly, J. and Shandy D. (2015). *Conformity and Conflict* (15th). New York Pearson. 0205990797

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### Resource Type

Textbook

### Description

Guest, K.J. (2020). *Cultural Anthropology: A Toolkit for a Global Age* (3rd). New York W.W. Norton (Latest Edition). 0393929574

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## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)  
 Hybrid (1%–50% online)  
 100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a market and subsistence economy.
E-mail	Students will post a discussion board topic such as the difference between a market and subsistence economy.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on culture and ethnography, language and communication, ecology, economics, kinship, law and politics, religion, globalization, applied anthropology, medical anthropology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a market and subsistence economy.
E-mail	Students will post a discussion board topic such as the difference between a market and subsistence economy.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on culture and ethnography, language and communication, ecology, economics, kinship, law and politics, religion, globalization, applied anthropology, medical anthropology.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post a discussion board topic such as the difference between a market and subsistence economy.
E-mail	Students will post a discussion board topic such as the difference between a market and subsistence economy.

Other DE (e.g., recorded lectures)

Faculty may record video lectures on the course content including videos on culture and ethnography, language and communication, ecology, economics, kinship, law and politics, religion, globalization, applied anthropology, medical anthropology.

Video Conferencing

Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

ANTHROPOLOGY

## Review and Approval Dates

### Department Chair

08/21/2020

### Dean

08/24/2020

### Technical Review

09/09/2020

### Curriculum Committee

09/09/2020

### Curriculum Committee

11/25/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000570378

### DOE/accreditation approval date

MM/DD/YYYY