

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course
 (check all that apply)

COURSE NUMBER AND TITLE: Anthropology 105
 Introduction to Cultural Anthropology

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

An introduction to the study of concepts, theories, and methods used in the comparative study of sociocultural systems. The course typically includes subjects such as subsistence patterns, social and political organization, language and communication, family, and kinship, religion, the arts, social inequality, ethnicity, gender, culture change and the application of anthropological perspectives to contemporary issues. CSU; UC

SPECIFIC COURSE OBJECTIVES:

The successful student will be able to:

General Objectives

1. have a broad understanding of the common elements of all human cultures, not just the differences.
2. critically evaluate their own culture using the tools of cultural relativism and holism and their knowledge of the concept of culture.
3. have a clear understanding, tolerance, and respect for the diversity within American culture and the diverse cultures of the world.
4. have more meaningful interactions with people from other cultures, including American subcultures.
5. explain and evaluate contemporary issues of ethnicity and/or race and gender from a holistic anthropological perspective relating to specific cultural or subcultural groups, including at least one of the following: African-Americans, Asian-Americans and/or Pacific Islanders, Native Americans, and Latinos, Latinas.

- Analyze the far reaching impacts of the modern industrial cultures of the world on smaller, traditional societies.

Specific Objectives

- identify, compare and contrast the basic subdisciplines of anthropology.
- explain the following basic concepts: culture and subculture, society, ethnocentrism, holism, cultural relativism, and emic vs. etic interpretations of culture.
- explain the basic methods used by cultural anthropologists to conduct ethnographic research.
- explain the basic subdivisions of linguistic anthropology and their associated concepts; descriptive or structural linguistics, historical linguistics, sociolinguistics, and nonverbal communication.
- compare and contrast the various ways human populations have met their subsistence needs: foraging, horticulture, intensive agriculture, pastoralism, agribusiness, and industrialism.
- identify and explain the various ways that human societies solve the basic economic problems of allocation, production, and distribution (including gift exchange and commerce).
- explain the concepts of worldview, modal personality, mental illness, and deviance with examples from different cultures.
- explain the concepts of socialization and enculturation and the relationship between culture and personality, including culture's shaping of gender roles, using examples from different cultures.
- explain, compare and contrast the basic principles of descent, descent groups, and kinship naming systems.
- compare and contrast how different cultures and subcultures have different attitudes about sex, including restrictiveness vs. permissiveness regarding both heterosexuality and homosexuality.
- explain, compare and contrast the different types of marriages, family groups and residence patterns.
- explain the origins and nature of social stratification within human societies and compare and contrast the egalitarian, rank, class, and caste-based societies.
- explain, compare and contrast the various types of sociopolitical organization found in human societies: bands, tribes, chiefdoms, nonindustrial states and industrial states.
- explain and compare and contrast how various cultures resolve conflict in both peaceful and violent ways.
- explain and compare and contrast gender status and roles associated with different subsistence patterns and sociopolitical systems.
- explain the basic universal psychological and social needs that are satisfied by religion.
- explain the nature and functions of magic and witchcraft.
- compare and contrast the nature of different religious beliefs including animism, animatism, polytheism, and monotheism.
- explain, compare and contrast the function, the status and role of priests, shamans, and prophets.
- explain the functions of art and its relationship to other aspects of culture in different types of societies around the world.
- compare and contrast the various mechanisms of culture change and adaptation, including invention, diffusion, migration, colonialism, syncretism, and globalization.
- explain, compare and contrast the following concepts: ethnicity and race; prejudice and discrimination; multiculturalism; ethnic groups and nationalities; acculturation, assimilation, segregation, and cultural imperialism.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Subdisciplines of Anthropology
 - A. Biological or physical anthropology
 - B. Cultural or sociocultural anthropology
 - C. Anthropological archaeology
 - D. Anthropological linguistics
- II. Basic General Concepts of Cultural Anthropology
 - A. Culture, subculture, society
 - B. Holism
 - C. Ethnocentrism and cultural relativism
- III. Ethnographic Theory and Research Methods
 - A. Theoretical Orientation or Bias
 - B. Research preparation
 - 1. importance of research design
 - 2. emic vs. etic research strategies
 - C. Field methods
 - 1. participant observation
 - 2. kinship studies
 - 3. use of knowledgeable informants
 - 4. sampling strategies
 - D. Arriving at generalizations about human cultural behavior
- IV. Language and Communication
 - A. Nature of communication by humans and other animals
 - B. Language acquisition
 - 1. children's acquisition of language
 - 2. multilingualism and linguistic interference
 - C. Descriptive or structural linguistics
 - 1. phonology
 - 2. morphology
 - 3. syntax
 - D. Language, thought, and culture
 - 1. Sapir-Whorf hypothesis and its limitations
 - 2. focal vocabulary
 - 3. ethnoscience
 - E. Sociolinguistics
 - 1. effects of social status and class on language use, including diglossia
 - 2. effects of race/ethnicity and gender on language use
 - F. Historical linguistics
 - 1. language families, languages, and dialects (social and regional), pidgins, creoles
 - 2. linguistic divergence
 - G. Nonverbal communication (paralanguage)
 - 1. kinesics and proxemics
 - 2. style of dress and bodily adornment
- V. Subsistence Patterns
 - A. Foraging (hunting, gathering, and fishing)
 - B. Pastoralism
 - C. Horticulture
 - D. Intensive agriculture
 - E. Agribusiness and industrialism

- VI. Economic Systems
 - A. The allocation of resources: land, labor, and capital
 - B. Production
 - 1. incentives to work
 - 2. organization of labor
 - 3. cost-benefit analysis of subsistence strategies, e.g., optimal foraging
 - C. Distribution
 - 1. reciprocity: generalize, balanced, and negative
 - 2. redistribution
 - 3. market of commercial exchange
 - 4. kinds of money: special and general-purpose
 - 5. the world system or global economy
- VII. Culture, Worldview and Personality
 - A. Socialization and enculturation
 - B. Early culture and personality development research
 - 1. Margaret Mead and Ruth Benedict
 - 2. national character studies
 - C. Influence of environment and heredity in personality development
 - D. Cross-cultural research and modal personality
 - E. Worldview
 - F. Deviance
 - G. Concepts of illness causality (including mental illness)
 - H. Curing methods and effectiveness
- VIII. Kinship Patterns
 - A. Rules of descent and their origins
 - 1. unilineal: patrilineal, matrilineal, ambilineal, bilineal
 - 2. bilateral or cognatic
 - B. Descent groups
 - 1. unilineal: lineages, clans, phratries, moieties
 - 2. bilateral: kindred
 - 3. functions of descent groups
 - C. Kinship terminology or kin naming systems
 - 1. consanguineal vs. affinal kin
 - 2. Eskimo, Omaha, Crow, Iroquois, Sudanese, and Hawaiian systems
 - D. Ramifications of descent systems
 - 1. role of mother's brother in matrilineal societies
 - 2. inheritance patterns
- IX. Marriage and Family
 - A. Reasons for the universality of marriage
 - B. Functions of marriage
 - C. Process of marrying
 - 1. initiating the process
 - 2. economic exchanges associated with marriage: bride price or bridewealth, bride service, dowry, marriage exchange, marriage by capture
 - D. Reasons for the universality of incest taboos
 - E. Whom one should marry
 - 1. arranged marriages
 - 2. exogamy and endogamy
 - 3. cousin marriages (cross and parallel)
 - 4. levirate and sororate

- F. How many spouses?
 1. monogamy
 2. polygamy: polygyny and polyandry
- G. Marital residence patterns and their origins
 1. patrilocal or virilocal
 2. matrilineal or uxori-local
 3. bilocal
 4. avunculocal
- H. Variation in family form
 1. nuclear family
 2. extended family
 3. joint family
 4. matrifocal family
- X. Sex, Gender and Culture
 - A. Culture regulation of sexuality: permissiveness vs. restrictiveness
 1. premarital sex
 2. extramarital sex
 3. sex within marriage
 4. homosexuality
 - B. Cultural differences in the relative status of women and men
 - C. Sex, gender, and personality
- XI. Political Life: maintaining order
 - A. Associations and interest groups
 - B. Types of political organization
 1. bands
 2. tribal organization, including segmentary lineages and “big men” societies
 3. chiefdoms (simple and complex)
 4. states
 - C. Conflict resolution
 1. peaceful: avoidance, community action, mediation, ritual reconciliation, adjudication; courts and codified law
 2. violent: individual violence, feuding, raiding, large-scale warfare
 - D. Explaining warfare
- XII. Religion and magic
 - A. The universality of religion
 - B. Origins and functions of religion
 1. psychological and social functions
 2. secular and non-secular
 - C. Variation in religious beliefs
 1. types of supernatural forces and beings: animism, animatism, ancestral spirits, polytheism, monotheism
 2. hierarchies of supernatural beings
 - D. Variation in religious practices
 1. ways to interact with the supernatural
 2. magic: sorcery and witchcraft
 3. types of practitioners: shamans, sorcerers and witches, mediums, priests, and prophets
 - E. Religion and adaptation: revitalization and millenarian movements
- XIII. Ethnicity, Race, Class, Caste, and Social Inequality
 - A. Status and role
 1. ascribed vs. achieved status

- 2. class, caste, age grade and age set
- 3. status identity and status shifting
- B. Ethnicity
 - 1. ethnic symbols and ethnic boundary maintenance
 - 2. ethnic prejudice and discrimination with examples from within and outside the United States, including at least one major example from one of the following: African-Americans, Asian Americans and/or Pacific Islanders, Native Americans or Latinas/Latinos.
 - 3. assimilation, ethnic tolerance and accommodation, ethnic conflict, segregation, and multiculturalism
- C. Biological race: a discredited concept
 - 1. race as a sociocultural construct
 - 2. race, social stratification, and “alleged” intelligence differences
- XIX. Cultural Change
 - A. How and why cultures change
 - 1. discovery and innovation
 - 2. diffusion and stimulus diffusion
 - 3. acculturation
 - 4. revolution
 - 5. culture loss and culture death
 - 6. syncretism
 - B. Culture change in the modern world
 - 1. commercialization and international trade
 - 2. religious change
 - 3. economic domination by 1st world nations and multinational corporations
 - 4. global forms of media
- XIV. Art
 - A. Functions of art
 - B. Artistic change and culture contact
- XV. Careers in Anthropology
 - A. Applied Anthropology
 - 1. national and international aid and social work agencies
 - 2. medicine and forensics
 - 3. business
 - 4. cultural resource management
 - B. Academic research and teaching

REQUIRED READING:

Examples of basic texts which would be appropriate to the course objectives include the following:

Crapo, Richley H. Cultural Anthropology: Understanding Ourselves and Others. 5th ed. Chicago: Brown and Benchmark, 2001.

Ember, Carol R. and Melvin Ember. Cultural Anthropology. 10th ed. Englewood Cliffs, NJ: Prentice Hall, 2001.

Ferraro, Gary. Cultural Anthropology: An Applied Perspective. 4th ed. Minneapolis/St. Paul: West, 2001.

Harris, Marvin and Orna Johnson. Cultural Anthropology. 5th ed. New York: Harper Collins, 2000.

Haviland, William. Cultural Anthropology. 9th ed. Orlando, FL. Harcourt Brace, 1999.

Howard, Michael C. Contemporary Cultural Anthropology. 5th ed. New York: Harper Collins, 1996.

Kottak, Conrad Phillip. Cultural Anthropology. 6th ed. New York: McGraw-Hill, 1994.

Nanda, Serena and Richard L. Warms. Cultural Anthropology. 7th ed. Belmont, CA: Wadsworth, 2002.

Peoples, James and Garrick Bailey. Humanity: An Introduction to Cultural Anthropology. 5th ed. Minneapolis/St. Paul: West, 2000.

Scupin, Raymond. Cultural Anthropology: A Global Perspective. 5th ed. Englewood Cliffs, NJ; Prentice Hall, 2003.

Examples of supplementary texts and readers which would be appropriate to course objectives include the following:

DeVita, Philip and James D. Armstrong. Distant Mirrors: America as a Foreign Culture. 3rd ed. Belmont, CA: Wadsworth, 2002.

Haviland, William A. and Robert J. Gordon. Talking About People: Readings in Contemporary Cultural Anthropology. 2nd ed. Mt. View, CA: Mayfield, 1996.

Harris, Marvin. Cows, Pigs, Wars and Witches: The Riddles of Culture. New York: Random House, 1989.

McCurdy, David W. and James P. Spradley. Issues in Cultural Anthropology: Selected Readings. Prospect Heights, IL: Waveland Press, 1987.

McCurdy, David W. and James P. Spradley. Conformity and Conflict: Readings in Cultural Anthropology. 9th ed. New York: Harper Collins, 1997.

Podelefsky, Aaron and Peter J. Brown. Applying Cultural Anthropology: An Introductory Reader. 2nd ed. Mt. View, CA: Mayfield, 1994.

Examples of ethnographic studies ** which would be appropriate to course objectives include the following:

Aschenbrenner, Joyce. Black Families in Chicago. Prospect Heights, IL: Waveland Press, 1987.

Beals, Alan R. Gopalpur: A South Indian Village. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Holt, Rinehart and Winston, 1980. (available from Harcourt Brace, Orlando, FL).

Brogger, Jan. Nazare: Women and Men in a Prebureaucratic Portuguese Fishing Village. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace Jovanovich, 1992.

- Chavez, Leo R. Shadowed Lives: Undocumented Immigrants in American Society. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace, 1992.
- Downs, James F. The Two Worlds of Washo: An Indian Tribe of California and Nevada. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace, 1992.
- Goldschmidt, Walter. The Sebei: A Study in Adaptation. Chicago: Holt, Rinehart, and Winston, 1986.
- Hicks, George L. Appalachian Valley. Prospect Heights, IL: Waveland Press, reprinted 1996.
- Holmes, Lowell D. and Ellen Rhodes Holmes. Samoan Village Then and Now. 2nd ed. Orlando, FL: Harcourt, Brace, 1992.
- Howell, Joseph T. Hard Living on Clay Street: Portraits of Blue Collar Families. Prospect Heights, IL: Waveland Press, reprinted 1996.
- Kawagley, A. Oscar. A Yupiaq Worldview: A Pathway to Ecology and Spirit. Prospect Heights, IL: Waveland Press, 1995
- Kearney, Michael. The Winds of Ixtepeji: World View and Society in a Zapotec Town. Prospect Heights, IL: Waveland Press, reissued 1986.
- Kuper, Hilda. The Swazi: A South African Kingdom. 2nd ed. Chicago: Holt, Rinehart, and Winston, 1986.
- Lee, Richard B. The Dobe Ju/'hoansi. 2nd ed. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace, 1993.
- Loewen, James W. The Mississippi Chinese: Between Black and White. 2nd ed. Prospect Heights, IL: Waveland Press, reprinted, 1996.
- Madsen, William. The Mexican Americans of South Texas. 2nd ed. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace, 1974.
- Philips, Susan Urmston. The Invisible Culture: Communication in the Classroom and Community on the Warm Springs Indian Reservation. Prospect Heights, IL: Waveland Press, reprinted, 1996.
- Rosenfeld, Gerry. "Shut Those thick Lips!" A Study in Slum School Failure. Prospect Heights, IL: Waveland Press, reprinted, 1996.
- Schaffer, Matt and Christine Cooper. Mandinko: The Ethnography of a West African Holy Land. Prospect Heights, IL: Waveland Press, 1987.
- Uchendu, Victor C. The Igbo of Southeast Nigeria. Case Studies in Cultural Anthropology. (Gen. Eds. G. Spindler and L. Spindler). Orlando, FL: Harcourt Brace Jovanovich, 1974.
- Wax, Murray L., Rosalie H. Wax and Robert V. Dumont, Jr. Formal Education in an American Indian Community: Peer Society and the Failure of Minority Education. Prospect Heights, IL: Waveland Press, reprinted, 1996.

Willaims, Melvin D. Community in a Black Pentecostal Church: An Anthropological Study. Prospect Heights, IL: Waveland Press, reprinted, 1996.

Wilson, Peter J. Oscar. An Inquiry into the Nature of Sanity? Prospect Heights, IL: Waveland Press, 1992.

Vigil, James Diego. From Indians to Chicanos: the Dynamics of Mexican American Culture. Prospect Heights, IL: Waveland Press, reprinted 1996.

Wong, Bernard. Chinatown : Economic Adaptation and Ethnic Identity of the Chinese. Case Studies in Cultural Anthropology (Gen. Eds. G. Spindler and L. Spindler). Orlando, Fl: Harcourt Brace, 1982.

**Ethnographic studies should not be judged by their year of publication. Except for those which deal with specific contemporaneous issues, most are timeless descriptions of cultures, many of which no longer exist.

Ethnographic films, such as:

Ongka's Big Moka by Andrew Strathern, 1979. Odyssey Series.

N'!ai: the Story of a !Kung Woman by Richard B. Lee. Watertown, MA: Documentary Educational Resources, 1983.

SUGGESTED READING:

The following can be read or assigned for emphasis on contemporary sociocultural issues:

Local newspapers (e.g., San Diego Union Tribune), popular journals (e.g., Newsweek, Time, U.S. News and World Report, National Geographic), and academic journals (e.g., American Anthropologist).

REQUIRED WRITING:

Short answer (short paragraph) and essay questions (two to four paragraphs) on exams. Extra credit reports (book reports, research reports) may also be options.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Reading of about 600 pages of text, studying lecture notes, computer based tutorial(s) which parallel course content, and/or short written assignments or exercises, and preparation for exams.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students): A series of 3 or 4 equally weighted exams consisting of a combination of objective (multiple choice, true-false, matching), short answer, and essay questions. Class preparation used to decide grades in borderline cases.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit: 1

CONTACT PERSON: Dennis O'Neil, X2339

By signing this form, I certify that this course outline of record meets all the minimum requirements for associate degree credit courses as specified in Title 5 Section 55002.

SIGNATURES ON FILE