

**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:** ANTH 115 Comparative Societies

**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:**

A survey of the world's diverse peoples and customs as presented in films, lectures, and case study readings. CSU; UC

**SPECIFIC COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Identify and explain some of the range of human cultural variation around the world.
2. Analyze and compare and contrast the major values, beliefs, customs, and organizational patterns of a variety of diverse societies and their cultures.
3. Explain with examples the complex interrelationships between various elements and subsystems of culture, e.g., worldview, values and beliefs, and economic, social, political, and religious institutions.
4. Identify and anticipate problems associated with culture shock and ethnocentrism (including nationalism and xenophobia) when travelling to other societies, especially non-Western ones.
5. Identify and critically analyze diverse cultural patterns from the anthropological perspective of cultural relativism.
6. Explain and analyze their own worldview and value system as a result of comparing it with those of people from other cultures.

**Required course for the Archaeology A.A. Degree**

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

This course provides an in-depth look at 7-10 different cultures from around the world (Africa, Asia, Europe, Latin America, Native American North America, and Oceania), with a focus on contemporary non-Western Societies. Topics considered for each society/culture include:

1. How people relate to each other within local social groupings and settings.
2. Gender roles and family relationships.
3. Social and political structures.
4. How political, economic, and social institutions and patterns are embedded in kinship in traditional societies.
5. World view and its effect on perceptions of self, other, the relationship between self and other, classification, causality, and notions of time and space.
6. Relationship between worldview and religion and political, social, and economic life.
7. Ways in which people cope with day-to-day problems of existence in their social and physical environments.
8. Culture change and development, especially focusing on the impacts in ~~Third-World nations~~ **developing nations** during the 20<sup>th</sup> century.
9. Ethnocentrism and other intercultural contact phenomena.
10. Compare and contrast two cultures either in terms of their world view/religion and aspects of traditional social and economic organization or in terms of how the two societies have dealt with culture change.

#### **REQUIRED READING:**

All texts will be appropriate to the course objectives. Examples include the following:

Alexander, Alland, Jr. When the Spider Danced: Notes from an African Village. Prospect Heights, IL: Waveland Press, 1976.

Baker, Victoria J. A Sinhalese Village in Sri Lanka - Coping with Uncertainty. Belmont, CA: Wadsworth, 1998.

Balikci, Asen. The Netsilik Eskimo. Garden City, N.Y., Natural History Press, 1970. (reprinted by Waveland Press 1989).

Bascom, William, The Yoruba of Southwestern Nigeria. Prospect Heights, IL: Waveland Press, 1969.

Beals, Alan. Gopalpur: A South Indian Village, Fieldwork Edition. Fort Worth: Holt, Rinehart and Winston, 1980.

Beattie, John. Bunyoro: An African Kingdom. Fort Worth: Holt, Rinehart and Winston, 1960.

Beaver, Patricia D. Rural Community in the Appalachian South. Prospect Heights, IL: Waveland Press, 1986.

Beidelman, T. O. The Kaguru: A Matrilineal People of East Africa. New York: Holt, Rinehart and Winston, 1971 (reprinted by Waveland Press, 1983).

Bohannan, Paul. Justice and Judgement Among the Tiv. London: Oxford University Press for the International African Institute, 1957.

- Brogger, Jan. Nazare: Women and Men in a Prebureaucratic Portuguese Fishing Village. Fort Worth: Harcourt Brace Jovanovich, 1992.
- Crocker, William H. and Jean Crocker. The Canela - Kinship, Ritual and Sex in an Amazonian Tribe. 2nd ed. Belmont, CA: Wadsworth, 2004.
- Dentan, Robert. The Semai: A Nonviolent People of Malaya. New York: Holt, Rinehart, and Winston, 1968. (reprinted by International Thomson Publishing, 1997).
- Ferne, Elizabeth. A Street in Marrakech: A Personal View of Urban Women in Morocco. Prospect Heights, IL: Waveland Press, 1988.
- Heider, Karl, G. Grand Valley Dani - Peaceful Warriors. 3rd ed. Fort Worth: Harcourt, Brace College Publishers, 1997 (reprinted by Wadsworth).
- Holmes, Lowel D. and Ellen Rhoads Holmes. Samoan Village Then and Now. 2<sup>nd</sup> ed. Fort Worth: Harcourt Brace, 1992.
- Kawagley, A. Oscar. A Yupiaq Worldview: A Pathway to Ecology and Spirit. Prospect Heights, IL: Waveland Press, 1995.
- Kearney, Michael. The Winds of Ixtepeji: Worldview and Society in a Zapotec Town. Prospect Heights, IL: Waveland Press, 1986.
- Kensinger, Kenneth M. How Real People Ought to Live: The Cashinahua of Eastern Peru. Prospect Heights, IL: Waveland Press, 1995.
- Kuper, Hilda. The Swazi: A South African Kingdom. 2<sup>nd</sup> ed. Fort Worth: Holt, Rinehart and Winston, 1986.
- Lansing, Stephen H. The Balinese. Fort Worth, Texas: Harcourt Brace College Publishers, 1995. (reprinted by Wadsworth).
- Lee, Richard B. The Dobe Ju'hoansi. 2<sup>nd</sup> ed. Fort Worth: Harcourt Brace, 1994.
- Malinowsky, Bronislaw. Argonauts of the Western Pacific. London, G. Routledge; New York: Dutton 1922 (reprinted by Waveland Press).
- McCleary, Timothy P. The Stars We Know: Crow Indian Astronomy and Lifeways. Prospect Heights, IL: Waveland Press, 1997.
- Middleton, John. The Lugbara of Uganda. 2<sup>nd</sup> ed. Fort Worth: Harcourt Brace, 1993.
- Mitchell, William F. The Bamboo Fire: Field Work with the New Guinea Wape. 2<sup>nd</sup> Prospect Heights, IL: Waveland Press, 1987.
- Phillips, Susan Urmston. The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation. Prospect Heights, IL: Waveland Press, 1983.
- Pritchard, E.E. Evans. The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. New York: Oxford University Press, 1940.

Reck, Gregory G. In the Shadow of Tlaloc: Life in a Mexican Village. New York: Penguin Books, 1978. (reprinted by Waveland Press, 1986).

Schaffer, Matt and Christine Cooper. Mandinko: The Ethnography of a West African Holy Land. Prospect Heights, IL: Waveland Press, 1985.

Turnbull, Colin M. The Mbuti Pygmies: Change and Adaptation. New York: Holt, Rinehart, and Winston, 1983. (reprinted by International Thomson Publishing, 1997).

Uchendu, Victor C. The Igbo of Southeast Nigeria. Fort Worth: Harcourt Brace Jovanovich, 1965.

Ward, Martha C. The Hidden Life of Tirol. Prospect Heights, IL: Waveland Press, 1993.

Williams, Bruce T. Bamboo Jordan: An Anthropological Narrative. Prospect Heights, IL: Waveland Press, 1994.

Most of the above texts are classic ethnographies. In general, such works do not lose their value with time. As a result, a number of works date to the 1980s or earlier.

#### **SUGGESTED READING:**

Gibbs, James L., Jr. (ed). Peoples of Africa. Prospect Heights, IL: Waveland Press, 1988.

Kuper, Leo and M.G. Smith (eds). Pluralism in Africa. Berkeley: University of California press, 1971.

#### **REQUIRED WRITING:**

Essay questions on midterms and final exam requiring several paragraphs for each response. Term paper of 7-10 pages.

#### **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 500 pages, studying lecture notes, writing term paper (comparative essay), and exam preparation. Comparative essay on two cultures on similarities and differences in world view/religion and aspects of tradition social and economic organization or on how the two societies have dealt with culture change.

#### **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 X

**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):

Two combination objective and essay midterms (25% each), comparative essay on at least two cultures done outside class (20%), and an essay final exam (30%).

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

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

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

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**SIGNATURES ON FILE**