

July 19, 2013

1. College: **Liberal & Applied Arts**
2. Department: **Social & Cultural Analysis**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ANT 231**
5. Course title: **Introduction to Cultural Anthropology**
6. Course catalog description: **This course is an introduction to the study of culture and its function in societies.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **450**
9. Course prerequisites and/or required qualifications for enrolling in the class: **none**
10. Course **is/will be** available online.
11. Foundational Component Area: **Social and Behavioral Sciences**
12. Explain why this course fits into this foundation component area: **This course introduces the student to empirical and scientific methods used by anthropologists (including both quantitative and qualitative techniques such as systematic observation, careful measurement, interviewing, ethnography, and sampling). It explains how the systematic application of these methods has contributed to our understanding of human behavior and how human behavior is learned and shared rather than instinctual. The course examines behavior and interactions among individuals (discussing how individuals adapt culture and religion as a coping mechanism), groups (foragers, tribes, chiefdoms, and nation-states), institutions (social, economic, political, and religious organizations), and events (globalization and revitalization movements), examining their impact on the individual (for example, enculturation), society (for example, culture change models and group affiliation), and culture (for example, cultural diffusion, acculturation, independent invention, and syncretism).**
13. Core Objectives
 - Critical Thinking - Students will learn critical thinking by acquiring skills in inquiry, analysis, evaluation, and synthesis of information. Students learn about cultures from around the world that are not like theirs and are forced to evaluate the other culture's way of existing as well as critically evaluating their own culture. The most effective topics to hone critical thinking skills are anthropological methodology and ethics, race, kinship, marriage, gender, sexuality, invented vs. real holidays and religious structures, politics, economics, and globalization. These skills are taught through lecture, readings, class discussion, and practice examining databases (for example, the American Anthropological Race Project and the U.S. Census). An open class discussion format will result in students being able to evaluate other's points of view as well as being able to reevaluate their own. This skill also is demonstrated through examination (short answer questions) and the Cultures in Crisis assignment that requires students to evaluate the effect of social change on a less powerful culture and then suggest their solution(s) for the survival of the less powerful culture's original values, beliefs, and practices.

- Communication Skills - Students are required to write a research paper (the Cultures in Crisis assignment) in which they examine and critically evaluate how globalization is currently affecting one of four selected cultures (students choose one of the cultures that are provided by the professor). They will describe the history of the culture with regard to its values, politics, economy, and belief system(s). They then describe a crisis that is currently affecting the chosen culture as well as evaluating how a dominating culture that is imposing the crisis views the subject culture. The next section of the research paper is an evaluation of how the culture is responding to the crisis. In this section, students will produce a table and graph (visual skill-instructions about interpretation and construction will be provided by the instructor in class) demonstrating trends in the crisis over a period of at least 10 years. The trend will be comparing what is happening to the chosen culture specifically to the same crisis nationwide (for example, Inuit diabetes vs. diabetes in Canada). Finally, students will assume the role of a cultural anthropologist and provide a solution to the situation that is logical and informed by a critical evaluation of the crisis. Additional visual communication skills will be developed through the instruction of reading and constructing kinship charts. During class time, students will develop oral communication skills through required class discussion, but only after instructors have explained the guidelines of effective discussions. On exams, students will be required to answer conceptually-based short answer questions.
- Empirical and Quantitative Skills - Instructors will use class time to teach basic empirical, quantitative, and qualitative skills such as research design, participant observation, survey, interviewing, sampling (for example, random, stratified, justified), measurement (for example, reliability and validity), and basic statistics (for example, mean, mode, median, standard deviation, simple correlations). Students will be taught the proper interpretation of statistical tables, graphs, and charts. It will be pointed out by the instructor how these skills are used by anthropologists to understand the culture they study as well as using data to compare cultures. Class readings will supplement and illustrate the in-class instruction. Lessons will be reinforced with class assignments (including the Cultures in Crisis research paper and an analysis of the use of race and worldwide religious practices). The research paper and exam questions will require students to evaluate published works as to their methodology, data collection, and inferences/conclusions made from those data.
- Social Responsibility - The knowledge necessary for intercultural competence is provided through lectures and readings about other cultures (as well as the student's own culture) resulting in gained insights into complex cultural systems and rules as well as biases (theirs and others). This knowledge and insight allows students to communicate effectively about and with people of another culture without being ethnocentric. Civic responsibility is learned through lectures and readings about diverse communities around the world (as well as the student's own). Through the study of the multicultural world in which we live, students appreciate other cultures as well as their own and how to protect different ways of life. Students will also learn about anthropological ethics and the precautions needed when studying human beings. Regional, national, and global community

engagement is the goal of the course because students in the course read and hear how cultures of all sizes and from around the world exist, cope, and change on all three levels. Students demonstrate these skills through class discussion, exam questions, and, importantly, the Cultures in Crisis research paper which requires them to critically examine a contemporary crisis being faced by a cultural group and to propose a resolution that is both equitable and realistic.

Contact person for questions about this submission:

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